Saket Sharma

EMRS TGT LIBRARIAN 2025 TIER 2-LIS

Topic Covered
Part 1 - All Units

Preface

This e-book covers **Part 1: All Units** of the **EMRS TGT Librarian 2025** syllabus. It is specially dedicated to aspirants of the **RPSC Library Exams** and other competitive examinations in **Library and Information Science (LIS)**. The book aims to assist candidates by offering structured, relevant, and accessible content based on **EMRS TGT Librarian 2025** along with their verified answers and key LIS concepts.

Every effort has been made to ensure **accuracy, clarity, and reliability**. However, given the evolving nature of the subject and periodic syllabus updates, some unintentional errors or omissions may occur. The material will be updated periodically, and readers are encouraged to visit the author's official platforms for the **latest editions, corrections, and additional resources**.

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EMRS TGT-Librarian Covered Syllabus

Part	Unit	Subtopics / Contents
Part I: Foundation of Library & Information Science	Unit 1 – Library as a Social Institution	- Social & Historical foundations of Library - Types of libraries: Academic, Public, Special – features & functions - Role of UGC in Academic Library development - Role of Library in formal & informal education
	Unit 2 – Normative Principles of Library & Information Science	- Five Laws of Library Science - Implications of Five Laws in LIS - Library development in India (Baroda Public Library system) - Library Cooperation, Resource Sharing & Networking
	Unit 4 – Laws Relating to Libraries & Information	- Library Legislation: Need & Features - Library Legislation in India - Maharashtra Public Library Act - Press & Registration Act, Delivery of Books Act - Copyright Act, Intellectual Property Rights
	Unit 5 – Library and Information Profession	- Attributes of Profession - Librarianship as a Profession - Professional Ethics - Professional Associations (FID, IFLA, LA, ILA, ALA, IASLIC) - Professional Education & Research
	Unit 6 – Promoters of Library & Information Services	- National Level: RRRLF - International Level: UNESCO
	Unit 7 – Public Relations & Extension Activities	- Definition, Facets & Programs - Publicity & Outreach Activities - Library Pathfinders (Guides) - Factors Affecting Library Development: Literacy, Publishing, Book Trade

Contents

Unit 1 – Library as a Social Institution 9
Modern Society: Some Characteristics 9
Role of Libraries in Modern Society 10
Changing Role and Paradigm Shifts in Libraries 10
Unit 2 : Normative Principles of Library and Information Science 57
2.1 Introduction 57
2.1.1 The Five Original Laws 57
2.1.2 Modern Restatement of the Five Laws 57
2.1.3 Importance of the Five Laws 57
2.2 First Law: “Books are for Use” 58
2.2.1 Meaning 58
2.2.2 Implications of the First Law 58
2.2.3 Application Table 58
2.2.4 Six Examples Illustrating the First Law 58
2.2.5 Core Essence 58
2.3 SECOND LAW: “Every Reader His/Her Book” 59
2.3.1 Meaning and Significance 59
2.3.2 Implications of the Second Law 59
2.3.3 Resource Sharing 60
2.4 THIRD LAW: “Every Book Its Reader” 61
2.4.1 Meaning and Significance 61
2.4.2 Implications – Open Access System 61
2.4.3 Implications – Library Services 62
2.4.4 Implications – The Library Catalogue 62
2.4.5 Core Essence of the Third Law 63
2.5 FOURTH LAW: “Save the Time of the Reader” 63
2.5.1 Meaning and Significance 63
2.5.2 Implications – Open Access 63
2.5.3 Implications – Classification and Cataloguing 64
2.5.4 Implications – Charging System (Book Issue and Return) 64
2.5.5 Additional Practices Supporting the Fourth Law 64
2.5.6 Core Essence of the Fourth Law 65
2.6 FIFTH LAW: “Library Is a Growing Organism” 65
2.6.1 Meaning and Significance 65
2.6.2 Implications – Growth of Book Stock 65
2.6.3 Implications – Growth of Readers 66
2.6.4 Implications – Growth of Staff 66
2.6.5 Implications – Classification and Catalogue 66

2.6.6 Implications – Modernisation 67
2.6.7 Implications – Provision for the Future 67
2.6.8 Implications – Weeding Out of Books 67
2.6.9 Core Essence of the Fifth Law 68
2.7 Origin and Development of National and Public Libraries in India 70
2.7.1 Origin of the National Library, Calcutta (Kolkata) 70
2.7.2 Delhi Public Library (DPL) 71
2.8 Delivery of Books and Newspapers (Public Libraries) Act, 1954 71
2.9 Library Legislation in India 71
2.10 States with Public Library Acts (Legislation Passed) 72
2.10.1 Significance of Library Legislation in India 72
2.10.2 Core Essence 72
2.10.3 Model Public Library Acts in India 73
2.10.4 Model Public Libraries Bill – Ministry of Education (1963) 73
2.10.5 Model Public Libraries Bill – Planning Commission (1965) 73
2.10.6 Model Public Libraries Bill – Indian Library Association (ILA) (1991, revised 1995 & 2000). 74
2.10.7 Model Union Library Act – Dr. S. R. Ranganathan (1950, revised 1959 & 1972) 74
2.10.8 Comparative Overview of Model Acts 75
2.10.9 Raja Rammohun Roy Library Foundation (RRRLF) 75
2.10.10 National Policy on Library and Information System (NAPLIS) 77
2.11 RESOURCE SHARING & NETWORKING 79
2.12 PUBLIC LIBRARY NETWORKING 80
2.13 LIBRARY NETWORKS IN INDIA AND ABROAD 81
2.13.1 Delhi Public Library (DPL) 82
2.13.2 DELNET (Developing Library Network) 82
2.13.3 Other Major Library Networks in India 83
2.13.4 CALIBNET (Calcutta Library Network) 83
2.13.5 Library Networks Abroad 83
2.14 MAJOR LIBRARY NETWORKS IN INDIA AND ABROAD 84
2.14.1 MALIBNET (Madras Library Network) 84
2.14.2 INFLIBNET (Information and Library Network) 84
2.14.3 BONET (Bombay Library Network) 85
2.14.4 RECNET (Regional Engineering College Network) 86
2.14.5 Major Library Networks Abroad 86
Unit 4 : Laws relating to Libraries & Information 88
4.1 NEED FOR LIBRARY LEGISLATION 88
4.1.1 Concept and Importance 88
4.1.2 Evolution in India 88
4.1.3 The Need for Legislation 88

4.1.4 International Perspective 89
4.1.5 Role of Legislation in Modern Library Development 89
4.1.6 Financial Dimension 90
4.2 COMPONENTS OF LIBRARY LEGISLATION 90
4.2.1 Introduction 90
4.2.2 Essential Components of Library Legislation 90
4.2.3 Financial Clause and Library Cess 91
4.2.4 Manpower Provision 91
4.2.5 Accountability Mechanisms 92
4.2.6 Registration of Books and Periodicals 92
4.2.7 Rule-Making Power 92
4.2.8 Integration with Ranganathan's Five Laws 92
5.5 MODEL ACTS / BILLS 93
5.5.0 Overview 93
5.5.1 Model Union Library Act (1951) 93
5.5.2 Model Act of Dr. S. R. Ranganathan (1930–1972) 94
5.5.3 Model Bill of the Ministry of Education (1963) 94
5.5.4 Model Bill of the Planning Commission (1965) 94
5.5.5 Model Library and Information Services Act (1989, 1995, 2005) 95
5.5.6 Indian Public Library Legislation – A Model for 21st Century (2008) 96
5.5.7 Impact of the Model Acts 96
5.6 THE DELIVERY OF BOOKS AND NEWSPAPERS (PUBLIC LIBRARIES) ACT, 1954 97
5.6.1 Short Title & Extent 97
5.6.2 Purpose (Plain language) 97
5.6.3 Key Definitions (selected) 97
5.6.4 Main Obligations of Publishers (Section 3 & 3A) 97
5.6.5 Receipt, Stamp & Memorandum (Rules, 1955) 98
5.6.6 Mode & Procedure of Delivery (Rules) 98
5.6.7 Penalties & Legal Procedure 98
5.6.8 Application to Government Publications 98
5.6.9 Rule-making Power 98
5.6.10 Significance / Practical Impact 99
5.6.11 Limitations / Practical Issues (brief) 99
5.6.12 Six Practical Examples / Scenarios 99
4.3 NATURE OF INTELLECTUAL PROPERTY RIGHTS (IPR) 100
4.3.1 Core characteristics 100
4.3.2 Quick comparison table (important) 100
4.3.3 Six quick examples (to fix ideas) 100
4.4 OBJECTIVES OF INTELLECTUAL PROPERTY RIGHTS 100

4.4.1 Principal objectives 100
4.4.2 Six examples illustrating objectives 101
4.5 IPR IN INDIA & THE TRIPS FRAMEWORK 101
4.5.1 TRIPS (WTO) — brief 101
4.5.2 Areas covered by TRIPS (important table) 101
4.5.3 Transition periods (India as a developing country) 101
4.5.4 Six examples of TRIPS impacts 101
4.6 COPYRIGHT IN INDIA 102
4.6.1 Legal framework 102
4.6.2 International membership 102
4.6.3 Notable developments 102
4.6.4 Six concrete examples 102
4.7 COPYRIGHTS (India) 102
4.7.1 Legal Framework & Scope 102
4.7.2 Works Protected 103
4.7.3 Ownership & Registration 103
4.8 INFRINGEMENT OF COPYRIGHT 103
4.8.1 What constitutes infringement 103
4.8.2 Tests & Principles Courts Use 103
4.8.3 Do intent and innocence matter? 103
4.9 EXCEPTIONS / FAIR DEALING (Copyright Act) 104
4.9.1 Principle 104
4.10 ASSIGNMENT, LICENSING & ENFORCEMENT 104
4.10.1 Assignment & Licensing 104
4.10.2 Enforcement Measures (India) 105
4.11 TRADEMARKS 105
4.11.1 Definition & Purpose 105
4.11.2 TRIPS & International Norms 105
4.11.3 Indian Law Development 105
4.8 TYPES OF INTELLECTUAL PROPERTY RIGHTS (IPR) 105
4.8.1 Overview 105
4.8.2 COPYRIGHT 105
4.8.3 TRADEMARKS 106
4.8.4 PATENTS 106
4.9 EMERGING ISSUES OF INTELLECTUAL PROPERTY RIGHTS (IPR) 108
4.9.1 Overview 108
4.9.2 Key Emerging Issues 108
4.9.3 Six Concrete Examples 108
4.9.4 Implications 109

4.10 SIGNIFICANCE OF INTELLECTUAL PROPERTY RIGHTS 109
4.10.1 Why IPR matters 109
4.10.2 IPR benefits mapped to stakeholders 109
4.10.3 Six Examples Showing Significance 109
4.11 THE INDIAN PATENT ACT 110
4.11.1 Historical snapshot 110
4.11.2 Salient features 110
4.11.3 Practical note 110
4.11.4 Six Examples / Scenarios under Indian Patents 110
4.11.5 Policy balance 110
Unit 5: Library and information Profession 111
5.1 CHARACTERISTICS OF A PROFESSION 111
5.2 LIBRARIANSHIP AS A PROFESSION 112
5.3 LIMITATIONS OF LIBRARIANSHIP AS A PROFESSION 112
5.4 CONCLUSION 113
5.5 PROFESSION VS. OCCUPATION VS. VOCATION 113
5.5.2 HIERARCHICAL DIFFERENCE 113
5.5.3 KEY DIFFERENCES BETWEEN PROFESSION, VOCATION, AND OCCUPATION 114
5.5.4 EXAMPLES TO ILLUSTRATE 114
5.5.5 DISTINCT FEATURES OF A PROFESSION (AS COMPARED TO VOCATION) 115
5.5.6 POSITION OF LIBRARIANSHIP 115
5.6 EVOLUTION OF THE LIS PROFESSION 115
5.6.2 HISTORICAL DEVELOPMENT OF LIBRARIANSHIP 116
5.6.3 CONTRIBUTING FACTORS IN PROFESSIONALIZATION 116
5.7 LIS PROFESSION IN THE CONTEMPORARY CONTEXT 116
5.8 DEFINITIONS OF LIBRARIANSHIP / LIBRARY SCIENCE 117
5.9 SUMMARY OF EVOLUTION 117
5.10 CONCLUSION 117
5.11 TRANSFORMATION OF THE LIS PROFESSION 118
5.11.1 OVERVIEW OF TRANSFORMATION 118
5.11.2 STAGES OF TRANSFORMATION 118
5.12 CATEGORIES OF LIS PROFESSIONALS 121
5.13 Expanded notes with examples 122
5.14 Quick practical tips (how to choose a role) 125
5.15 LIS PROFESSION IN INDIA 125
5.16 PROFESSIONAL ETHICS IN LIBRARIANSHIP 128
5.17 ETHICAL PRINCIPLES COMMONLY FOLLOWED IN LIS 129
5.18 CODE OF ETHICS FOR LIS PROFESSION IN INDIA 130
5.19 LIBRARY ASSOCIATIONS IN INDIA 132

5.20 INDIAN LIBRARY ASSOCIATION (ILA)....135
5.22 AMERICAN LIBRARY ASSOCIATION (ALA) 142
5.23 CHARTERED INSTITUTE OF LIBRARY AND INFORMATION PROFESSIONALS (CILIP) .142
5.24 COMPARISON — ALA vs CILIP 143
5.27 CHARTERED INSTITUTE OF LIBRARY AND INFORMATION PROFESSIONALS (CILIP) .143
5.28 INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA) 146
5.30 NATIONAL ORGANISATIONS — UNIVERSITY GRANTS COMMISSION (UGC) 150
5.32 NATIONAL ORGANISATION — RAJA RAMMOHUN ROY LIBRARY FOUNDATION (RRRLF)....153
5.33 GLOBAL INFORMATION SYSTEMS — UNISIST (United Nations Information System in Science and Technology)....157
5.34 GLOBAL INFORMATION SYSTEMS — INTERNATIONAL NUCLEAR INFORMATION SYSTEM (INIS) 159
5.35 AGRICULTURAL INFORMATION SYSTEM (AGRIS) 161
5.35 AGRICULTURAL INFORMATION SYSTEM (AGRIS) 163
5.36 NATIONAL INFORMATION SYSTEM FOR SCIENCE AND TECHNOLOGY (NISSAT) 165
5.37 NATIONAL INSTITUTE OF SCIENCE COMMUNICATION AND INFORMATION RESOURCES (NISCAIR)....165
5.38 NATIONAL SOCIAL SCIENCE DOCUMENTATION CENTRE (NASSDOC) 167
5.39 DEFENCE SCIENTIFIC INFORMATION AND DOCUMENTATION CENTRE (DESIDOC) ...169
Unit 7: Public relations & Extension activities....171
5.40 CIRCULATION SERVICES – I 171
5.41 PHOTOCOPYING SERVICES 173
5.42 REFERENCE SERVICES 174
5.43 BIBLIOGRAPHICAL SERVICES....175
5.44 IT-BASED SERVICES....177
5.45 EXTENSION SERVICES....178
5.46 EXTENSION SERVICES (Continued) 179
5.47 PATHFINDERS (Research Guides or Subject Guides) 181
5.48 FACTORS AFFECTING LIBRARY DEVELOPMENT 183
5.49 LIBRARY PUBLISHING AND BOOK TRADE....185

Unit 1 – Library as a Social Institution

Modern Society: Some Characteristics

Modern society is a new, evolving system that is **highly integrated, technologically advanced, and globally connected**. It represents a shift in how people live, communicate, learn, and consume goods and services.

1. Technological and Information Growth

Modern society is marked by rapid technological progress and widespread use of information technology (IT).

Examples:

- Homes and schools using computers, mobile phones, and the internet.
- Introduction of computer-based education in schools and colleges.
- Use of digital tools in government and businesses.

2. Educated and Informed Citizens

People today are more literate and information-literate. They are aware of environmental, social, and global issues due to easy access to mass media and online platforms.

Examples:

- Online learning through digital platforms like SWAYAM or Coursera.
- Citizens participating in climate awareness or digital literacy campaigns.

3. Globalization and Communication

Modern society removes boundaries of geography, culture, and time. People can now communicate and collaborate across countries instantly.

Examples:

- Video conferences and webinars connecting people worldwide.
- Global collaboration in research and education through online databases.

4. Changing Lifestyles and Consumerism

With modernization, people's lifestyles, needs, and preferences have changed. There is more demand for convenience, efficiency, and personalization.

Examples:

- Online shopping instead of physical markets.
- E-books and audiobooks replacing printed materials for many users.

5. Education as a Core Value

Education is seen as the foundation for progress in modern society. It shapes informed, responsible, and skilled citizens who contribute to social and economic development.

Examples:

- Integration of digital classrooms and e-learning systems.
- Governments promoting "Digital India" and skill-based learning programs.

6. Research and Innovation

Research drives modernization by producing new technologies and generating vast amounts of information. This information supports knowledge creation and technological advancement.

Examples:

- Research databases like Scopus, JSTOR, and PubMed.
- Use of Artificial Intelligence (AI) in education and industries.

Role of Libraries in Modern Society

Libraries are among the most important institutions founded by society. They serve as **centres of knowledge, education, and culture**, meeting the varied needs of users in a modern, information-rich world.

1. Libraries as Social Institutions

Libraries contribute to literacy, lifelong learning, and social development. They help citizens become informed and educated members of society.

Examples:

- Public libraries conducting reading programs for adults and children.
- Academic libraries supporting research and higher education.

2. Brophy's Four Models of Libraries (2007)

1. **Library as a Collection:**
   Traditional libraries that collect and preserve printed materials for use.
   Example: The National Library of India preserving old manuscripts and rare books.
2. **Library as a Resource-Sharing Organization:**
   Libraries collaborating to share materials, reducing duplication and improving access.
   Example: INFLIBNET's Inter-Library Loan system allowing resource sharing among universities.
3. **Library as a Provider of Access:**
   Modern libraries providing access to digital and physical resources.
   Example: Libraries offering e-journals, databases, and online catalogs.
4. **Embedded or Immersive Library:**
   Libraries integrated into digital platforms and users' workflows.
   Example: University libraries offering remote access to e-resources and online reference services.

Changing Role and Paradigm Shifts in Libraries

Libraries have evolved from book-keeping institutions to **dynamic service-oriented information centres**. They now focus on providing relevant, timely, and digital access to information.

Paradigm Shifts in Libraries

From → To

- Custodian of books → Service-oriented information provider
- One medium → Multiple media (print, digital, audio, video)
- Own collection → Library without walls (digital libraries)

- In good time → Just-in-time information
- In-sourcing → Outsourcing (using external databases and tools)
- Local reach → Global reach
- We go to the library → The library comes to you (remote access)

Examples:

- Online Public Access Catalogs (OPAC) available 24/7.
- Remote access to digital repositories and e-resources.
- Use of social media by libraries for user engagement and updates.

Libraries in the Knowledge-Based Economy

In the 21st century, users demand **just-in-time information**—accurate, quick, and customized. Libraries must adapt to these expectations by becoming technologically capable and user-centric.

Examples:

- Use of AI-powered chatbots for virtual reference services.
- Personalized reading recommendations in digital libraries.
- Integration of mobile apps for accessing library resources anytime, anywhere.

1.2.2 Information and Its Impact on Society

Modern society has undergone a process called **"Informatisation"**, where information plays a vital role in shaping social, political, cultural, and economic life. Information has become a **key resource and form of social wealth**—essential for growth, innovation, and human development.

1. Importance of Information

Information and knowledge are now seen as the **wealth of a nation**, just as land and machinery were in earlier times. Access to information enables people to make informed decisions and contribute meaningfully to society.

Examples:

- Government using digital data for planning and policy-making.
- Businesses depending on market information for strategy.
- Citizens using information portals for public services (like RTI, e-governance sites).

2. Forms of Information

Information is stored and communicated in various formats and media.

Examples:

- Print forms: books, journals, newspapers.
- Non-print forms: microfilms, audio-visuals.
- Digital forms: databases, websites, online repositories.

3. Information as an Agent of Change

Information affects people's thinking, lifestyle, and outlook. It supports education, research, communication, and administration.

Examples:

- Online learning systems transforming education.
- Research databases accelerating innovation.
- Mass media influencing public opinion and awareness.

4. Information and Stages of Societal Development

Societies have evolved through three major stages, each driven by the way information was used:

1. **Agrarian Society** – Based on agriculture; information was limited and localized.
   Example: Knowledge passed orally through generations.
2. **Industrial Society** – Characterized by manufacturing and industry; information used for production and management.
   Example: Use of printed manuals and industrial reports.
3. **Post-Industrial Society** – Information becomes central; technology and knowledge dominate.
   Example: IT-enabled economies and data-driven decision-making.

In the 20th century, with the revolution in communication and computer technologies, information became the foundation of the **post-industrial society**, leading to what we now call the **Information Society**.

1.3 Information Society

The modern world is often described as an **Information Society**, a stage of social development where **information creation, distribution, and use** are the main economic and cultural activities. The widespread use of **ICT (Information and Communication Technology)** and **Artificial Intelligence (AI)** has transformed every aspect of human life.

1. Characteristics of the Information Society

- Rapid growth of ICT and digital communication.
- Information becomes a key economic and social resource.
- Increased global interconnection and communication.
- Dependence on data and digital tools for decision-making.

  Examples:
  - Use of internet and smartphones in everyday life.
  - Digital governance and online education systems.
  - Social media influencing culture and communication.

2. Origin and Development of the Concept

The concept of Information Society gained popularity during the **1970s and 1980s**, with several thinkers contributing to its development.

a. Yoneji Masuda (Japan)

- Predicted a transition from industrial to information society.
- Saw **information production** as the new driving force of social and economic growth.

  Example: Japan's focus on technology and knowledge industries.

b. Tom Stonier (UK/USA)

- Compared **industrial society** (based on manufacturing) with **information society** (based on knowledge).
- Believed the 20th century marked a new era driven by information.
  Example: Growth of information-based sectors like software, data analysis, and communication.

c. Daniel Bell (USA)

- In *"The Coming of Post-Industrial Society" (1972)*, he argued that scientific knowledge and computer technology have become central to society.
- Stated that **theoretical knowledge** is now the key resource of progress.
  Example: Universities and research institutions producing specialized knowledge workers.

d. Alvin Toffler and John Naisbitt

- Popularized the term "Information Society."
- Toffler referred to an "information bomb" and predicted a **shift of power** from capital to knowledge.
- Naisbitt observed that the USA shifted from an industrial to an information society by the 1960s–70s.
  Example: Expansion of digital industries and the IT revolution in the USA.

3. Technological Utopianism

Many thinkers imagined the Information Society as an ideal state where technology would create equality, decentralization, and prosperity.

Examples:

- Belief that technology would remove social hierarchies.
- Emergence of the idea of a **global village**—a connected world through digital communication.

4. Importance of the Concept

The term "Information Society" became globally recognized after it was adopted in **policy frameworks of developed nations** and during the **World Summits on the Information Society (WSIS)** held in **Geneva (2003)** and **Tunis (2005)**.

Example: United Nations initiatives promoting global access to information and communication technologies.

1.3.2 Definition and Meaning of Information Society

The term *Information Society* is widely used but defined differently by various scholars. It generally refers to a **society where information activities—creation, processing, and distribution—dominate economic, social, and cultural life**.

Many writers emphasize that information has become **central to modern civilization**, influencing how people work, communicate, and interact. The concept reflects the transformation of human society into one driven by **knowledge, technology, and information exchange**.

Selected Definitions

1. Branscomb (1986):

An Information Society is one in which **most people are engaged in creating, gathering, processing, or distributing information**.

Example: IT professionals, data analysts, researchers, journalists, and digital content creators form the majority of the workforce in developed economies.

2. Manfred Kochen (1987):

Defined it as a society where:

- Knowledge is produced by knowledge-based, intensive procedures.
- Information reflects social values and norms.
- Conflicts are managed by reason and ethics rather than power or force.
  He envisioned it as a step toward a *"world brain"*—a collective global intelligence system.
  Example: The rise of the internet as a platform for shared global knowledge, such as Wikipedia and open-access databases.

3. Ronfeldt (1992):

Described Information Society as one where **boundaries between computer systems, communication networks, and satellites blur**, forming an integrated global information structure.

Example: The internet linking computers, mobile devices, and cloud networks globally.

4. James Martin (1978):

Viewed Information Society as a **post-industrial society characterized by computerization, electronic data transmission, and IT-based employment**.

Example: Growth of IT industries and e-commerce platforms that rely on electronic data systems.

5. Daniel Bell (1973):

Connected the Information Society with his theory of **Post-Industrial Society**, where theoretical knowledge and science dominate production, and **information becomes a key economic value**.

Example: The shift from manufacturing-based economies to service and knowledge-based economies like in Japan or the USA.

Main Features Identified in Definitions

- Central role of information in economy and society.
- Increased dependence on computers and digital technology.
- Knowledge workers replacing manual labor.
- High levels of communication, connectivity, and information exchange.
- Growth of information-based industries and services.

Example:

Countries like South Korea, Finland, and the USA have economies where most employment and innovation revolve around information and communication technology.

1.3.3 Factors Determining the Arrival of Information Society

Determining whether a nation has become an Information Society depends on specific social and technological indicators. These factors show how deeply **information and communication technologies (ICTs)** are embedded in daily life, governance, and the economy.

1. Major Contributing Factors

a. Data Explosion:

The enormous increase in the volume of data and information generated daily.

Example: Social media platforms, research databases, and online transactions producing vast amounts of data every second.

b. Information Consciousness and Dependence:

Society's growing awareness of the importance of information for decision-making and survival.

Example: People depending on digital platforms for news, health information, education, and professional development.

c. Advances in Computing and Communication Technologies:

Continuous progress in computers, telecommunication, and networking has made access to information easier and faster.

Example: Fiber optic internet, mobile communication, and cloud computing connecting users globally.

2. Cawkell's View (1987)

Cawkell emphasized that the **foundation of an Information Society** lies in a **telecommunication-based information infrastructure**, which connects a large number of users through a universal network.

Example: The establishment of broadband internet, Wi-Fi networks, and online public services.

3. Daniel Bell's Four Stages of Technological Development

According to Bell, the arrival of an Information Society can be traced through four progressive stages:

1. Science-Based Computerization:

Use of computers for large national or scientific projects.

Example: Space research, weather forecasting, and national databases.

2. Management-Based Computerization:

Application of computers in business and government for data management and decision-making.

Example: Digital record-keeping in government offices or corporate ERP systems.

3. Society-Based Computerization:

Computers used for public benefit and community services.

Example: Online education, e-health, and digital governance initiatives.

4. Individual-Based Computerization:

Each person has access to a computer or terminal, using it for personal creativity, communication, and problem-solving.

Example: Widespread use of smartphones, personal laptops, and AI tools for daily tasks.

4. Indicators of an Information Society

A society can be identified as an Information Society when it exhibits:

- High level of computerization and ICT adoption.
- Widespread internet connectivity and digital literacy.
- Dominance of information-based industries in the economy.
- Dependence on data and knowledge for productivity and governance.

Example:

India's "Digital India" initiative, Japan's "Society 5.0," and the European Union's "Digital Decade" are all efforts to achieve full information society status.

1.3.4 Different Perceptions of Information Society

Various scholars have studied the concept of the *Information Society* from different viewpoints.

According to **Frank Webster (2003)**, there are **five main perceptions** based on distinct criteria — **technological, economic, occupational, spatial, and cultural**.

Each perspective highlights a different aspect of how information shapes modern life.

Five Perceptions of Information Society

Perception Type	**Main Focus / Basis**	**Key Thinkers / Contributors**	**Core Idea**	**Example**
Technological	Innovation in ICT – computing, telecommunications, networking	Martin, Webster	Information Society arises due to technological advances enabling global information flow.	Internet revolution, ISDN, broadband networks, AI systems
Economic	Growth of knowledge and service sectors in national economies	Machlup, Porat, Umaseo	Knowledge and information industries dominate economic activities and employment.	IT sector, e-commerce, data analytics industries
Occupational	Shift in employment patterns from manufacturing to information-based work	Porat, Bell	Majority of the workforce now engaged in information-related professions.	Teachers, researchers, journalists, software developers
Spatial	Information networks connecting global regions and reducing spatial barriers	Castells, Webster	Global networks transform the organization of space and time in society.	Internet connectivity, satellite communication, global data centers
Cultural	Impact of media, symbols, and communication on social behavior and lifestyles	Webster (1996)	Media-saturated society where daily life is driven by communication and information exchange.	Social media, digital fashion, entertainment and online trends

A) Technological Perception

This perception emphasizes the **role of technological innovation** in creating the Information Society. Breakthroughs in **information processing, storage, and transmission** have transformed every area of human life.

- **Main Idea:** Convergence of computers and telecommunication systems created global networks.
- **Example:** The development of the Internet, fiber-optic communication, and digital platforms such as cloud computing.
- **Limitation:** It focuses mainly on technology, often ignoring social and cultural dimensions.

Key Question: How can we measure the point where society becomes truly "information-based"?

B) Economic Perception

This view links the rise of the Information Society with **economic transformation**, where knowledge replaces manufacturing as the main source of wealth.

- **Machlup (1962):** Introduced the concept of the **"Knowledge Sector"** in the U.S. economy.
  - Included education, media, libraries, research, and communication.
  - Found that about **40% of GNP** came from knowledge industries.
- **Marc Porat (1977):** Distinguished between:
  - **Primary Information Sector:** Businesses selling information goods and services.
  - **Secondary Information Sector:** Information activities within organizations for internal use.
  - Estimated **45–46% of U.S. GNP** from information activities.

Example: Growth of IT-based services (e.g., Google, Infosys, IBM) and digital economies driven by data and knowledge.

Criticism:

Some scholars argue Porat's classification is too broad — grouping factory workers assembling communication tools with university researchers.

C) Occupational Perception

This perception focuses on **the changing nature of employment** in the Information Society.
The idea is that when a majority of the population works in information-related fields, society becomes information-based.

- **Examples of information occupations:** Teachers, researchers, designers, software engineers, media professionals.
- **Porat's findings:** By the late 1960s, nearly half of the U.S. labor force worked in the information sector.
- **Indicator:** The proportion of knowledge workers exceeds that of manual laborers.

Example: In India, the rise of IT and education sectors employs millions of knowledge workers compared to declining manufacturing jobs.

D) Spatial Perception

The **spatial dimension** emphasizes the impact of information networks on **time, space, and communication**.

- Global communication systems create a **networked society** connecting people across distances.
- Information flows instantly through **digital highways**, reshaping how society functions.
- Examples include **teleconferencing, global trade platforms, and digital libraries** accessible worldwide.

Key Idea:

Space and time boundaries are reduced — information travels instantly across nations.

Example: Accessing databases like JSTOR or Scopus from any part of the world.

Criticism:

Though networking defines modern life, scholars question whether the mere presence of networks is sufficient to label a society as an "information society."

E) Cultural Perception

The **cultural perception** highlights the deep influence of media, communication, and digital symbols on **human identity, behavior, and social interaction**.

- Society has become **media-saturated**, filled with signs, messages, and symbolic exchanges.
- Everyday life is heavily shaped by information—through fashion, advertising, entertainment, and online interactions.
- **Webster (1996):** States that contemporary culture is more **information-laden** than any before it.

Examples:

- Influence of social media on lifestyle and politics.
- Global spread of entertainment and fashion trends through digital media.
- Digital self-expression through platforms like Instagram, YouTube, or blogs.

Observation:

We are surrounded by "**more and more information but less and less meaning**," as people receive vast information but often without deep understanding.

Key Aspects of the Five Perceptions

Perception	Core Focus	Defining Features	Example
Technological	Role of ICT and innovation	Growth of networks, automation, and digitization	Internet, 5G, cloud systems
Economic	Information as economic value	Dominance of knowledge-based industries	IT companies, e-commerce
Occupational	Nature of work and employment	Rise of knowledge workers, education, R&D	Teachers, programmers
Spatial	Organization of global networks	Reduction in time and space barriers	Global connectivity, telecommunication

Cultural	Media and communication influence	Media-saturated lifestyle and symbolism	Social media, digital culture

1. INTRODUCTION

- In modern society, activities are organized through institutions like education, health, and libraries.
- A library is a major social institution that fulfills people's information and knowledge needs.
- In the mid-19th century, the Industrial Revolution transformed libraries from private to public and democratic institutions.
- Modern libraries now serve as centers of knowledge preservation, access, and creation.
- Francis Miksa (2007) viewed libraries as *era-specific institutions* and noted three key aspects under challenge:
    1. Library as a social institution
    2. The target population served
    3. Library funding system
- The future library will be largely electronic and personalized but will retain its core functions: **selection, acquisition, organization, and access.**

2. TYPES OF LIBRARIES

- Libraries have evolved from record-keeping centers to modern information systems.
- The term *library* now includes *digital libraries* and *virtual libraries* that exist without physical buildings.
- The main goal of libraries is to collect, organize, and disseminate information in multiple formats — print, electronic, and multimedia.
- Rapid technological and political changes in the 20th century reshaped the development and functioning of libraries.

3. NATIONAL LIBRARIES

3.1 Meaning

- A National Library is a government-established institution serving as the main repository of the nation's published materials.
- It preserves the documentary heritage of the nation for future generations.
- Generally, it is a **non-lending reference library** focused on collection, preservation, and access.

3.2 Functions

- Collect and preserve all national publications under legal deposit law.
- Prepare and publish the national bibliography.
- Maintain a national bibliographic information center and union catalogues.
- Offer document delivery, reference, and consultation services.
- Provide leadership, coordination, and technical guidance to other libraries.
- Conduct research and development activities for system improvement.
- Promote literacy and cultural awareness through outreach programs.

3.3 Dimensions of National Library (Lor & Line)

- **Heritage:** Collect and preserve the nation's intellectual and cultural heritage.
- **Infrastructure:** Build national bibliographic control systems and databases.
- **Delivery:** Offer document delivery, inter-library loan, and nationwide coordination services.

3.4 Cooperative and International Roles

- National libraries cooperate under **IFLA (International Federation of Library Associations)** to develop standards and policies.
- European libraries collaborate through **The European Library** project.
- The **British Library** combines preservation with innovation (e.g., *Turning the Pages* digital project).

4. NATIONAL LIBRARY OF INDIA (KOLKATA)

4.1 Collection

- The National Library of India holds **over 2.2 million items**.
- Sources of collection:
  - Legal deposit under the Delivery of Books and Newspapers Act, 1956
  - Purchases, gifts, exchanges, and deposits
- Notable collections:
  - Sir Asutosh Mukhopadhyay Collection
  - Archives of historians J.N. Sirkar, S.N. Sen, and Tej Bahadur Sapru
- Maintains exchange relations with **170 institutions in 56 countries**.
- Receives publications from international bodies such as **U.N., OECD, and governments of the U.S., U.K., and Canada**.

4.2 Services

- Provides **lending and inter-library loan services** (unique for a national library).
- Offers **reading facilities** for researchers and scholars.
- Supplies **bibliographic and reference services**, including national bibliographies.
- Provides **reprography services** such as photocopying and scanning.
- Cooperates with major international libraries for document exchange.

Example: Loans from British Library (London) and Russian State Library (Moscow).

4.3 Key Role

- The National Library of India acts as a **cultural and intellectual focal point** of the nation.
- It preserves the past, serves the present, and ensures access for the future.
- Modern national libraries achieve comprehensive access through **collaborative digital networks** and **innovative online services**.

2.2.2 Academic Libraries

- Academic libraries are integral to **learning, teaching, and research**.
- They help students and teachers **read, reference, and expand classroom learning**.
- University libraries further promote **higher learning, research, and knowledge dissemination**.

- With the expansion of higher education, the academic library's role in supporting **learning and teaching** has grown.
- **The Robbins Report (1963)** in the U.K. emphasized equal access to higher education.
- **The Follett Report (1993)** led to the development of institutional information strategies.
- **ICTs (Information & Communication Technologies)** have revolutionized academic libraries, influencing design, teaching roles, and services.
- Academic libraries today face challenges such as integrating **e-learning**, redefining physical spaces, and maintaining relevance in the digital age.
- Academic libraries include:
    1. School Libraries
    2. College Libraries
    3. University Libraries

A) School Libraries

- Support classroom teaching and encourage **reading habits** among students.
- The **school librarian** must possess both **teaching and library skills**.
- Should engage in activities like **storytelling, book talks, audio-visual presentations**, etc.
- Must work in collaboration with teachers to **enhance learning outcomes**.

Main Services of a School Library:

- Lending service
- Information and reference service
- Guidance and advisory service
- Reading lists and book displays
- Current events and personality information services

Indian Context:

- School libraries in India need improvement.
- The **Secondary Education Commission** and **NCERT** have recommended strengthening and revitalizing school libraries.

B) College Libraries

- College libraries are vital for **self-learning** as teachers cannot give individual attention.
- They supplement classroom teaching and provide access to wider learning resources.

Functions of a College Library:

- Provide deeper understanding of various disciplines.
- Prepare students for higher education and professional life.
- Offer reading facilities and resources for teachers' research.

Essential Components:

- Well-selected and updated **book collection**.
- Identification of user groups (students, faculty, management).

- Adequate **building, furniture, and equipment**.
- Qualified **library staff**.
- Proper **finance and budget allocation**.

Important Services:

- Textbook and lending service.
- Inter-library loan facility.
- Reading room and reference services.
- Documentation and information services.
- Display of current journals and new arrivals.
- Audio-visual and reprographic services.
- Library orientation and user guidance.

Modern Practices:

- Use of **ICT tools** for cataloguing, e-resources, and automation.
- Staff should maintain a **service-oriented attitude**.
- Management should ensure adequate **funding and modernization**.

C) University Libraries

- University libraries are often called the **"heart of the university"**.
- Phrase first used by **William Eliot (Harvard President, 1869–1909)**; later popularized in U.K. reports.
- Their functions derive from the **objectives of the university**, which include:
    1. Learning and teaching
    2. Research and knowledge generation
    3. Publication and dissemination of research
    4. Preservation of knowledge
    5. Community and extension services

i) Functions of University Libraries

- Build extensive collections to support teaching, research, and publication.
- Organize and maintain library resources for easy access.
- Provide documentation and information services (responsive and anticipatory).

User Groups:

- Students (undergraduate to Ph.D.)
- Teachers and researchers
- Post-doctoral fellows
- Visiting scholars and external users

Governance:

- Operates under **university statutes** and policies.
- Managed by a **Chief Librarian** and overseen by academic bodies.

Major Areas of Focus:

- Collection development
- Cataloguing and organization
- User services
- Professional staffing
- Infrastructure
- Finance and budgeting

ii) Collection Building and Organization

- Build **need-based and quality collections**.
- Use **user surveys, citation analysis**, and feedback for collection development.
- Maintain balance between **print and electronic resources**.
- Adopt **open access system** for better usability.
- Apply **library automation** and ICT tools for efficiency.

iii) Services of University Libraries

Library Services:

- Lending and reading facilities
- Reference and information services
- Assistance in using library tools
- Display of periodicals and new acquisitions

Awareness Services:

- Current Contents Service
- SDI (Selective Dissemination of Information)

Bibliographic Services:

- Literature searches
- Subject bibliographies

Condensation Services:

- Abstracts, digests, state-of-the-art reports

Other & Special Services:

- Document delivery and internet-based searches
- User education programs
- Exhibitions, workshops, and special lectures

Key Point:

Quality service = understanding user needs and personalizing services.

iv) Professional Staff

- Must be **professionally qualified and experienced**.
- Should match the academic quality of teaching and research staff.
- Need good **communication and technical skills**.

- Should interact closely with students and faculty to improve user engagement.

v) Physical Facilities

- Require a **well-planned building** to store and serve materials effectively.
- Modern design should consider **ICT integration and digital storage**.
- Must provide adequate space for print, electronic, and collaborative study areas.

vi) Finance and Budget

- University libraries depend on **institutional funding**.
- **Raj Committee Recommendation:** 20% of university budget for the library.
- Funding is often inconsistent and varies by institution.
- Proper financial support is crucial for modernization, ICT adoption, and collection development.

2.2.3 Public Libraries

- Public libraries are an integral part of community life and have a **long heritage**.
- They promote **literacy, lifelong learning, reading habits, and community information services**.
- The idea of using **public funds for libraries** faced opposition initially and required **legislation in the 19th century**.
- By the **20th century**, the accepted roles of public libraries were:
    1. Education
    2. Information
    3. Entertainment
- Public libraries became centers for **informal learning**, **reference**, and **recreational reading**.
- Later, due to financial constraints and mass education, libraries redefined their goals in the modern communication age.

A) Major Developments and Reports

- **The Comedy Consultancy Report (1993)** titled *Borrowed Time* identified five major impact areas of public libraries:
    1. Education
    2. Social Policy
    3. Information
    4. Cultural Entertainment
    5. Economic Development
- **UNESCO Public Library Manifesto (1995)** (in collaboration with IFLA) emphasized that public libraries are **local gateways to knowledge** and essential for **lifelong learning and cultural growth**.

Key Aspects Highlighted in the Manifesto:

- Promote lifelong learning, independent decision-making, and cultural development.
- Act as a living force for **education, culture, and peace**.
- Serve as **local information centers**, ensuring free and open access for all.
- Be accessible **without discrimination** of age, gender, religion, nationality, or status.

- Maintain **collections and services in multiple formats** relevant to local and global needs.

These points reflect that the public library is a **universal institution** dedicated to knowledge, freedom, and equality of access.

B) Role of Public Libraries in the Knowledge Society

- A **knowledge society** is not limited to the privileged; it ensures **equal access to knowledge and information** for all individuals.
- Knowledge is a **public good** and must be **freely accessible** to every person and community.
- Every state must ensure that public libraries are **strengthened as agents of knowledge access**.
- This aligns with the **World Summit on the Information Society (WSIS)** and the **Alexandria Manifesto (2005)**, which recognize libraries as pillars of democracy and information equity.

Core Roles in Knowledge Society:

1. **Education:**
    - Encourage self-learning and lifelong learning.
    - Act as centers for informal and continuing education.
2. **Information:**
    - Provide equal access to all forms of information.
    - Support transparency, rights, and informed citizenship.
3. **Cultural Enrichment:**
    - Support reading habits, literacy, and information literacy.
    - Preserve cultural and creative works reflecting human imagination and achievement.
4. **Economic Development:**
    - Function as **local economic information centers**, supplying information about tourism, agriculture, trade, and technology.
    - Help citizens and small businesses access data for local development.

C) Public Libraries in India

- Public libraries are essential for **national progress and citizen empowerment**.
- They must adapt to the changing needs of the **information and knowledge society**.
- Communication and information access are vital for effective functioning in modern societies.
- The **National Knowledge Commission (NKC)** of India has prioritized **public library development** to transform India into a **Knowledge Society** and build a **Knowledge-Based Economy (KBE)**.
- This initiative emphasizes modernization, digitization, and community connectivity.

Summary of Public Library Functions (in Short):

- Promote literacy and lifelong learning.
- Provide educational, informational, and recreational services.
- Ensure free and equal access to knowledge resources.
- Support economic, social, and cultural development of the community.
- Act as democratic spaces fostering communication and learning for all.

2.2.4 Special Libraries

- Special libraries are **not part of the general public network** (like national, university, or public libraries).
- They are created by **specific organizations or professional groups** to meet their **specialized information needs**.
- Many originated from **scientific and engineering societies** during the 19th century (Industrial Revolution era).
- Purpose: To provide **technical, scientific, industrial, or professional information** to a defined group of users.
- These libraries are **practical, focused, and need-based**.
- Their collections and activities are carefully controlled and organized to serve **a specific subject or field**.
- They are also known as **Ianformation Centers** or **Documentation Units**.

A) Definition and Meaning

- The word *special* means **specialist** — these libraries serve **a particular institution or subject area**.
- Each library is **subject-oriented** and designed to meet the **information needs** of professionals in a specific domain.
- Examples of organizations served:
    - Hospitals
    - Government departments
    - Research institutions
    - Industrial companies
    - International organizations

In simple words:

A **special library** is like a *personal library for a profession* — small, focused, and highly relevant to a particular field.

B) Functions and Services

Main Functions:

1. Organize and manage information resources in a way that suits **local and institutional needs**.
2. **Analyze and evaluate** information to make it useful for users.
3. Prepare **abstracts, indexes, and summaries** of technical documents.
4. Perform **literature searches** and **compile bibliographies** for research work.
5. Provide **Selective Dissemination of Information (SDI)** — sending the right information to the right person at the right time.
6. Monitor and evaluate how effectively information is being used.

In essence:

They help professionals **save time, stay updated, and make better decisions** using filtered and organized information.

C) Services of Special Libraries

Key Services Provided:

- **Reference Services:** Answer specific, in-depth information queries.
- **Current Awareness Services:** Keep users updated with the latest developments through newsletters, bulletins, etc.
- **Selective Dissemination of Information (SDI):** Personalized updates sent to each user based on their field of interest.
- **Information Repackaging:** Condense or reformat technical data into easier forms like summaries or charts.
- **Analytical and Critical Reports:** Evaluate new findings or trends in the subject area.

Use of ICT:

- Extensive use of computers, databases, and online search tools.
- Staff are trained in both **subject expertise** and **information technology** to deliver quick and accurate services.

D) 5 Simple Examples of Special Libraries

1. **Hospital Library** – Helps doctors, nurses, and medical researchers stay updated with the latest treatments and research (e.g., AIIMS Medical Library, New Delhi).
2. **Industrial Library** – Supports factory engineers and managers with info on production techniques, safety standards, and patents (e.g., Tata Steel Technical Library, Jamshedpur).
3. **Agricultural Research Library** – Assists scientists in crop research, soil studies, and agri-technology (e.g., ICAR Library, New Delhi).
4. **Legal Library** – Serves judges, lawyers, and law students with acts, case laws, and judgments (e.g., Supreme Court Library, New Delhi).
5. **Corporate Library** – Provides company executives with market reports, competitor analysis, and business statistics (e.g., Infosys Knowledge Management Center).

E) Summary (For Quick Revision)

- Special libraries = **specialized information hubs** for specific professions.
- Main goal = **Provide accurate, timely, and relevant information** to support decision-making and research.
- Staff = **Subject experts + information managers**.
- Focus = **Quality, precision, and speed** rather than quantity.
- Use modern ICT tools to offer **customized, time-saving information services**.

2.2.5 Digital Libraries

- The concept of a **Digital Library** comes from **Vannevar Bush's "Memex Machine"** (1945) — an early vision of accessing information instantly.
- The idea evolved with **computers and the Internet**, allowing users to access information **anytime, anywhere**.
- Purpose: To provide **faster, wider, and easier access** to information than traditional libraries.
- Related terms: **Electronic Library, Virtual Library, Library Without Walls** — all refer to similar digital systems.

Simple Meaning:

A **digital library** is an online collection of books, articles, images, videos, and data that can be accessed through computers or mobile devices — just like Google Books or institutional repositories.

A) Definition

- Different experts define digital libraries differently:
  - **For IT experts:** It is a large digital database.
  - **For Web developers:** It is an online information delivery system.
  - **For librarians:** It is the next stage of automation in library services.

Digital Library Federation (DLF) Definition:

"Digital Libraries are organizations that provide resources, skilled staff, and technology to select, organize, access, preserve, and distribute digital information for a defined community."

Layman Understanding:

It's a library without physical books — all materials are in **digital form** and can be accessed **from anywhere with an internet connection**.

Example: National Digital Library of India (NDLI), Google Books, Project Gutenberg, Open Library, and JSTOR.

B) Characteristics

- Combines **traditional and digital collections** — includes e-books, databases, and digitized old manuscripts.
- Provides **24/7 access** to materials from any location.
- Supports **search, retrieval, and downloading** of resources.
- Serves **global users** — students, researchers, and the general public.
- Requires collaboration between **librarians and computer scientists**.
- Uses metadata, databases, and web interfaces for organization and access.

Example: A university's online library portal gives access to research journals and digital archives simultaneously.

C) Issues and Challenges

Building and managing digital libraries is complex, costly, and long-term.

Some major challenges include:

- Managing **different digital formats** (PDF, audio, video, datasets).

- Integrating **digital and physical resources**.
- Ensuring **long-term access** and **copyright compliance**.
- Building user-friendly **search systems**.
- Training staff in **IT and data management**.

D) Technical Architecture

Digital libraries rely on a **technical backbone** that includes:

- High-speed networks and internet connectivity.
- Database systems for storing digital files.
- Search engines for full-text retrieval.
- Electronic document management tools.

Resources Included:

- Bibliographic databases, indexes, images, datasets, e-journals, and links to online resources.

Example: A student searching "climate change data" on NDLI accesses digital books, research papers, and statistical data in one interface.

E) Building Digital Collections

Digital libraries are built in three ways:

1. **Digitization:** Converting printed books, photos, and manuscripts into digital formats (e.g., scanning old archives).
2. **Acquisition:** Purchasing or licensing e-books and online journals from publishers.
3. **Linking External Sources:** Providing access to trusted external sites and repositories.

Example: The British Library digitizing old newspapers, or universities subscribing to ScienceDirect for e-journals.

F) Metadata

- **Metadata = Data about Data** — it describes the content, creator, format, and ownership of digital items.
- Helps users **find and identify** resources easily.
- Standards used: **AACR2**, **Dublin Core**, **MARC 21**.
- Uniform metadata ensures smooth searching across digital libraries.

Example: A digital image file with title, author, date, and subject tags in its record — helps users retrieve it quickly.

G) Naming, Identifiers, and Persistence

Digital documents need **unique permanent identifiers**, just like ISBN numbers for printed books.

Main systems include:

- **PURLs (Persistent Uniform Resource Locators):** Created by OCLC — permanent web links.
- **URNs (Uniform Resource Names):** Internet-wide naming system.
- **DOI (Digital Object Identifier):** Used in research articles to permanently identify and locate digital objects.

Example: A DOI link like "10.1016/j.infoproman.2024.103001" ensures a journal article is always accessible even if its web address changes.

H) Copyright / Rights Management

- Copyright laws are a **major challenge** because digital files are easy to copy and share.
- Libraries often **don't own copyrights**; they only own access rights.
- Solutions include:
    - Licensing agreements with publishers.
    - Rights management software to control access and prevent misuse.

Example: A university e-library restricting PDF downloads to enrolled students only.

I) Preservation

Digital information must be **preserved against loss and obsolescence**.

Preservation involves:

1. Protecting the **storage medium** (servers, disks).
2. Ensuring **continued access** to digital files.
3. Migrating old formats into **new, readable ones** (e.g., converting CD data into cloud storage).

Example: Old research stored on floppy disks is now migrated to cloud repositories to ensure continued access.

J) Key Real-World Examples

1. **National Digital Library of India (NDLI)** – provides access to millions of books and research papers.
2. **Project Gutenberg** – offers free access to over 60,000 classic e-books.
3. **Google Books** – digitizes and provides searchable access to printed books.
4. **Europeana** – digital portal for European museums, libraries, and archives.
5. **Internet Archive** – preserves websites, films, and digital media for public use.

K) Summary (For Quick Revision)

- Digital Libraries = **Internet-based libraries** providing access to digital content.
- They support **remote access, lifelong learning, and research**.
- Built using digitization, acquisition, and linking methods.
- Use **metadata** and **unique identifiers** for organization.
- Face challenges like copyright, technology updates, and data preservation.
- Success depends on **collaboration between librarians, IT professionals, and users**.

2.2.6 Virtual Libraries

- A **Virtual Library** is the **21st-century version** of the traditional library — built on **networked information technologies**.
- It enables users to access information resources **anytime, anywhere**, without needing to visit a physical building.

- The concept combines **people, information, and technology** to deliver resources through the **internet**.
- Virtual libraries help users access **global information sources** that go beyond local collections.

Simple Meaning:

A **Virtual Library** is a library that exists **online** and gives users digital access to books, journals, and resources through a **computer or mobile device**, without needing a physical library visit.

A) Definition of Virtual Library

Definition (Simplified):

A **Virtual Library** is an **organized digital collection** of information resources available **anywhere (space)** and **anytime (time)** through global computer networks.

Key Characteristics (According to Sherwell, 1997):

- No physical building or printed collection.
- All materials are in **electronic format**.
- Information is stored in **multiple locations** across networks.
- Accessible from **any workstation**.
- Provides **instant retrieval and delivery** of documents.
- Includes **efficient search and browsing tools**.

Layman Understanding:

Think of it as a **library on your screen** — where books, journals, and multimedia content live on the web instead of shelves.

Example: A student using **NDLI** or **Google Scholar** at home is accessing a virtual library.

B) Virtual Library Design

- The **design focus** should be on **services**, not just on technology.
- A virtual library is **service based**, meaning it prioritizes what users need over the software or hardware used.
- It connects **digital resources**, users, and systems into a single integrated online service.

Components to consider:

1. Users
2. Services
3. Resources (information + staff)
4. Technology
5. Management
6. Policy
7. Funding

These elements work together to deliver effective and sustainable virtual library services.

Example: A university's e-library portal is designed with all these components to support remote students.

C) Service-Based Architecture

- Since libraries exist to **serve users**, service philosophy must guide the design.
- The management defines **goals, policies, and budgets**.
- Technology supports access and delivery of information.
- Staff ensures **organization, accuracy, and user training**.
- Services form the **output**, while the other components form the **infrastructure**.

In short:

Service-based design ensures users get the **right information, at the right time, in the right format**.

Example: A digital library platform offering personalized dashboards, user training, and 24/7 helpdesk support.

D) Virtual Library: Services for Users

Virtual libraries offer several **core online services**:

1. **Resource Discovery Services** – Help users find resources via databases, metadata, or images.
    - Includes **single database**, **broadcast**, or **integrative searching**.
    - Example: Searching multiple databases at once on JSTOR or NDLI.
2. **Access Services** – Deliver digital documents or full-text articles instantly.
    - Access may depend on user permissions or subscriptions.
    - Example: Accessing e-journals through university login.
3. **Reference Services** – Online help through email, chat, or virtual assistants.
    - Example: "Ask a Librarian" chat feature.
4. **Instruction Services** – Training users on how to search, use databases, and evaluate resources.
    - Example: Online tutorials on information literacy.
5. **Patron Account Services** – Allow users to view borrowed items, renew materials, or pay fees online.
    - Example: University portal showing e-resource access history.

E) Standards and Interoperability

- **Interoperability** means that different library systems and databases can **work together and share information** seamlessly.
- Virtual libraries depend on **standards and protocols** that allow data exchange.

Common Standards Used:

- **Z39.50:** Enables searching across different library databases.
- **OAI-PMH:** Supports metadata harvesting between repositories.
- **MARC 21:** Standard format for cataloging records.

Importance:

These standards make it possible for users to search multiple libraries' resources **at once** and get integrated results.

Example: A single search on NDLI retrieves materials from IITs, IGNOU, and other universities simultaneously.

F) Collaboration and Resource Sharing

- Virtual libraries promote **collaboration** among institutions globally.
- Resource sharing becomes **faster and broader**, as users can access resources beyond their local library.
- Encourages **cooperative projects**, shared catalogs, and networked databases.

Example:

- **DELNET (Developing Library Network)** in India connects thousands of academic libraries for shared access.
- **WorldCat** connects library catalogs from across the globe for shared searching.

G) 5 Real-Life Examples of Virtual Libraries

1. **National Digital Library of India (NDLI):** Provides integrated access to millions of e-books, journals, and theses.
2. **World Digital Library (WDL):** UNESCO initiative giving access to cultural materials from around the world.
3. **Europeana:** Connects digital resources from European museums and libraries.
4. **American Memory (Library of Congress):** Provides online access to U.S. historical collections.
5. **Directory of Open Access Journals (DOAJ):** Virtual platform for free scholarly journals worldwide.

H) Quick Summary (For Revision)

- Virtual Library = **Library without walls or shelves**.
- Access = **Online, anytime, anywhere**.
- Based on **service-oriented design**, focusing on user needs.
- Core services: **Search, Access, Reference, Instruction, Account Management**.
- Runs on **standards like Z39.50 and OAI-PMH** for interoperability.
- Encourages **global collaboration and resource sharing**.

In short:

A **virtual library** is the evolution of the traditional library — turning information access into a **borderless, digital experience** that empowers global learning and knowledge sharing.

2.2.7 Hybrid Libraries

- The term **"Hybrid Library"** was first introduced in **1998 by Chris Rusbridge** in *D-Lib Magazine*.
- It refers to a **library that combines both traditional print resources and modern digital resources**.
- In simple words:

  A **Hybrid Library** is a **"bridge"** between the old paper-based library and the new digital library.

Example: A university library where students can borrow printed textbooks and also access e-books, databases, and online journals from computers.

A) What is a Hybrid Library?

- A **hybrid library** offers a **mix of formats** – printed books, magazines, newspapers, and electronic resources such as:
    - E-books
    - E-journals
    - Online databases
    - CD-ROMs and DVDs
    - Audiobooks
- The main goal is to help users **access all types of materials seamlessly**, whether stored **locally** (in the library) or **remotely** (on the internet).
- Hybrid libraries evolved in the **1990s**, when **electronic resources** became affordable and widely available.
- Organizations like **OCLC (Online Computer Library Center)** supported this transition by providing centralized cataloging and shared resources.

Chris Rusbridge (1998) stated:

A hybrid library integrates both **electronic and print environments** and should be treated as a **useful model**, not just a temporary stage between traditional and digital libraries.

In short:

Hybrid libraries are **"real-world" modern libraries** that provide both **printed** and **digital** access under one roof.

B) Key Characteristics

- Combine **bookshelves and databases** — print and digital formats coexist.
- Provide **integrated search systems** to access all materials easily.
- Require **staff trained in both print and digital resources**.
- Offer **on-site and remote access** to information.
- Aim to **reduce the digital divide** by helping all users, regardless of technical skills.

Simple Analogy:

Think of a hybrid library as a "combo meal" — traditional books (the main course) and digital resources (the side dish) served together for complete satisfaction.

C) Issues in Hybrid Libraries

Hybrid libraries face several **management and technical challenges**:

i) Digital Divide

- Refers to the **gap between users who can use technology** and those who cannot.
- Libraries must provide **training and guidance** to ensure equal access for everyone.

ii) Interoperability

- The ability of different systems and databases to **work together smoothly**.
- Hybrid libraries use many formats — print, CDs, e-journals, databases — so systems must **integrate searches** across all.

- The **user interface** should be simple and uniform for all formats.

Example: Searching a topic on the library's catalog retrieves both print and e-resources.

iii) Collection Development

- Still follows **traditional policies** — selecting, acquiring, and maintaining useful materials.
- Now includes **digital selection criteria**, such as licensing, access rights, and format compatibility.

Example: Choosing between buying 20 printed copies of a textbook or subscribing to a digital version for unlimited access.

iv) Ownership of Electronic Resources

- Ownership is **virtual, not physical**.
- Once the **subscription ends**, access to digital materials may stop.
- Libraries must read **license agreements carefully** to understand rights and restrictions.
- Key concerns: **Copyright, intellectual property, and digital authenticity.**

Example: Losing access to a paid online journal when a university subscription expires.

v) Preservation of Digital Media

- Digital formats become **obsolete quickly** due to changing technologies.
- Preservation is costly and needs **constant updates**.
- Three methods used:
    1. **Technology Preservation:** Keep old hardware/software (e.g., maintain old CD drives).
    2. **Emulation:** Use software to mimic older systems and access old files.
    3. **Migration:** Regularly convert data to newer formats (e.g., from CD-ROM to cloud storage).

Example: Old research reports on floppy disks migrated to USB or cloud formats.

D) Skills and Staff Requirements

- Staff must be skilled in both **traditional librarianship** and **digital information management**.
- Need knowledge of:
    - Cataloguing e-resources
    - Metadata creation
    - Database searching
    - User training and digital literacy
- Hybrid librarians act as **guides** who help users navigate both printed and online worlds.

Example: A librarian teaching students how to use both physical shelves and e-databases like Scopus or NDLI.

E) 5 Real-World Examples of Hybrid Libraries

1. **British Library (UK):** Combines vast print archives with digital collections and online catalogs.
2. **National Library of India (Kolkata):** Offers both printed heritage collections and digital databases.
3. **Delhi University Library System (DULS):** Provides print textbooks and electronic journals through e-resources portals.
4. **Library of Congress (USA):** Maintains printed archives and digitized historical documents online.

5. **IIT Libraries (India):** Provide print reference books alongside online databases like IEEE, Springer, and Elsevier.

F) Summary (For Quick Revision)

- **Definition:** A **Hybrid Library** blends **print and electronic resources** under one system.
- **Goal:** To give users **easy access to both worlds** — physical and digital.
- **Challenges:** Digital divide, interoperability, ownership, and preservation.
- **Solutions:** User training, licensing awareness, standardization, and migration.
- **Essence:** The hybrid library is not just a transition — it's a **modern, balanced model** combining tradition and technology.

2.4 Genesis and Growth of Academic Libraries

1. Early University Libraries in India (19th Century)

- The first universities in India were established in **1857** — **Calcutta, Bombay, and Madras**.
- These universities were mainly **examining bodies** (not teaching or research centres).
- Libraries were **not given importance** initially; most developed through **donations**.

Examples of Donations:

- **Bombay University:** ₹2 lakhs by *Premchand Roychand* (1874) — library building completed in **1878**, opened **1880**.
- **Calcutta University:** ₹5,000 by *Joy Kissan Mookherjee* (1869) — library started **1873**.
- **Madras University:** ₹25,619 by *William Griffith* — library established **1907**.

Other Universities:

- Punjab and Allahabad Universities did not initially value library development.

2. Indian Universities Commission (1902)

Chairman: *Sir Thomas Raleigh*

Observation:

- Libraries in Indian universities were **poorly maintained** and **rarely used** by students.
- Example: Madras library was "entirely neglected"; Allahabad had **no library**.

Recommendation:

- Universities and colleges should establish **good reference libraries**.
- Students must develop the **habit of independent and intelligent reading**.

3. Indian Universities Act, 1904

- Based on the Commission's recommendation.
- Made it **mandatory for universities and colleges** to maintain **well-equipped libraries**.
- Marked the **beginning of organized academic library development** in India.

4. University Education Commission (1948–49)

Chairman: *Dr. S. Radhakrishnan*

Findings:

- Most university libraries were in **poor condition** — inadequate staff, funds, and infrastructure.

- Only a few had satisfactory facilities.

Recommendations:

- Allocate **6.25% of total university budget** or **₹40 per student per year** for library maintenance.
- Provide **special non-recurring grants every 5 years** to strengthen collections.
- Libraries to be:
    - **Open access**
    - **Well-staffed and qualified**
    - **Open 12 hours daily**

Famous Quote:

"The library is the heart of the university." – Dr. S. Radhakrishnan

Limitation:

- The Commission did not give **concrete measures** for library integration into teaching and research.

2.4.1 Establishment and Development of the UGC

1. Background and Need

- After **Independence (1947)**, India aimed to improve **literacy, higher education, and research**.
- The government planned to ensure:
    - **Free school education**
    - **Adult education programs**
    - **Expansion of higher education**
    - **Improved quality and infrastructure**

To coordinate these efforts, a central body was required — leading to the **formation of the UGC**.

2. Origin of UGC

- Modeled after the **University Grants Committee (UK, 1919)**.
- In **India**, UGC was:
    - **Established:** *December 1953*
    - **Statutory Body (by Parliament):** *November 1956*

Purpose:

To **coordinate, fund, and maintain the standard of higher education** across Indian universities.

3. Powers and Functions of the UGC

The UGC Act empowers it to:

1. **Promote and coordinate** university education.
2. **Maintain standards** in teaching, research, and examinations.
3. **Disburse grants** and financial aid to universities.
4. **Establish common facilities and services** for libraries and research.
5. **Advise the Government** on establishing new universities.
6. **Support central and state universities** financially.

Example:

UGC provides:

- **Maintenance grants** to Central Universities, Deemed Universities, and some affiliated colleges.
- **Plan grants** for development projects.

4. UGC's Role in Library Development

- UGC promotes academic libraries as an **integral part of higher education**.
- Provides **financial assistance**, **library modernization**, and **networking programs** (like INFLIBNET).
- Encourages training, automation, and digital resource sharing.

2.5 Major Commissions and Committees on Library Development

Several commissions under the UGC worked specifically to improve **university and college libraries** in India:

1. **Library Committee (1957)**
    - First UGC committee to review university library conditions.
    - Recommended adequate funds, staff, and training programs.
2. **Review Committee on Library Science (1961)**
    - Emphasized professional library education and curriculum improvement.
3. **Education Commission (1964–66)** – *Dr. D.S. Kothari Commission*
    - Declared libraries as **"centres of learning"**.
    - Recommended **INSDOC (now NISCAIR)** and **DELNET-type networking**.
4. **Mehrotra Committee (1983)**
    - Focused on library automation and computerization.
5. **Committee on National Network System (INFLIBNET) (1988)**
    - Proposed the **INFLIBNET Project** to connect university libraries for resource sharing.
6. **Curriculum Development Committee on LIS (1990–93)**
    - Modernized **Library and Information Science education** in India.

Key Takeaways (For Revision)

- **1904:** Indian Universities Act — made libraries compulsory.
- **1948:** Radhakrishnan Commission — "Library is the heart of the university."
- **1953:** UGC established to promote and fund higher education.
- **1956:** UGC made statutory.
- **Post-1980s:** Focus on library modernization and networking (INFLIBNET, DELNET).

2.5.1 The Library Committee (1957) *(Also known as the Ranganathan Committee)*

1. Background

- The **University Grants Commission (UGC)** was established by an **Act of Parliament in 1956**.
- Its first Chairman, **Dr. C.D. Deshmukh**, compared a **university to a human body**:
    - **Students** – Body

    - **Administration** – Head
    - **Teachers** – Soul
    - **Library** – *Heart of the University*
- UGC's early goal: **strengthen higher education** and **develop library facilities** across universities and colleges.
- Initially, the UGC gave **liberal grants (₹1,00,000)** to develop college and university libraries.

2. Formation of the Library Committee (1957)

- **Appointed by:** UGC
- **Chairman:** *Dr. S. R. Ranganathan* (Father of Library Science in India)
- **Members:**
    - Prof. S. Bashiruddin
    - K. S. Hingwe
    - B. S. Keshavan
    - S. Parthasarathy
- This was **India's first official committee** where the **Government sought advice from professional librarians**.

3. Activities and Observations

- The Committee conducted an **all-India survey** of academic libraries.
- **Findings:**
    - Libraries suffered from **poor facilities**, **low budgets**, and **inadequate services**.
    - There was **little cooperation** among libraries.
- A **seminar on "Work Flow in University and College Libraries"** was held in **Delhi (March 4–7, 1959)** to share the survey findings and guide librarians.

4. Major Recommendations (1959 Report)

The Ranganathan Committee made **detailed and practical recommendations** for improving university and college libraries.

i) Library Grants

- Library grants should be calculated using a **funding formula**:
    - ₹15 per **student**
    - ₹200 per **research scholar or teacher**
- A **special grant** should be provided to start a new library or department.
- The grant formula should be **revised regularly** to cover inflation and new demands.

ii) Collection and Services

- Promote **book purchase** and **reading habits** among students.
- Start **inter-library loan** and **photocopying facilities**.
- Build **microfilm collections** for research.
- Provide **reference and documentation services**.

- Introduce **open access system** (users directly access shelves).
- Prepare a **Union Catalogue** of books and serials for **library cooperation**.

iii) Library Staff

- **Full-time Library Science faculty** should be appointed in universities.
- Librarians should have **recognized professional qualifications**.
- **Status and salary** of librarians should be **equal to teaching staff**.
- Regular **training programs** for staff should be introduced.

iv) Library Building and Furniture

- Libraries should have **well-designed buildings**, proper **reading space**, and **functional furniture** suitable for users.

5. Acceptance and Impact

- UGC **accepted** the Ranganathan Committee's recommendations as **norms for promoting academic libraries**.
- Many universities adopted these guidelines successfully, leading to better infrastructure and services.
- However, **implementation varied** — since **education is a State subject**, some State Governments did not strictly follow UGC norms.
- Despite partial adoption, the **1957 Library Committee** laid the **foundation for modern academic library development in India.**

6. Simple Summary (For Quick Revision)

Aspect	**Key Point**
Year & Committee	1957 – Library Committee (Ranganathan Committee)
Chairman	Dr. S. R. Ranganathan
Main Goal	Strengthen university and college libraries
Library Grant Formula	₹15 per student; ₹200 per teacher/researcher
Major Focus Areas	Grants, collection, cooperation, staffing, building
Special Feature	Recommended open access and equal status for librarians
Impact	UGC accepted recommendations – foundation for modern library growth

7. 5 Easy-to-Remember Real-Life Examples

1. **Delhi University Library System (DULS):** Follows Ranganathan's open access and cooperative cataloging principles.
2. **University of Madras Library:** Upgraded collection and reference sections with UGC funding support.
3. **Banaras Hindu University (BHU):** Introduced microfilming and documentation services after UGC reforms.
4. **Calcutta University Library:** Adopted Union Catalogue concept for inter-library cooperation.

5. **Jawaharlal Nehru University (JNU):** Ensured professional staffing and user-oriented services based on Ranganathan principles.

2.5.2 Review Committee on Library Science (1961)

(Also known as the Second Ranganathan Committee)

1. Background

- By **1960**, very few Indian universities offered **Library Science courses**.
- There was **no uniformity** in:
    - Admission rules or eligibility criteria
    - Curriculum or syllabus
    - Duration and practical training
    - Teaching standards and qualifications
- Many courses were run by **part-time librarians**, not trained professors.

  → Result: Poor quality of **teaching** and **library services**.

2. Formation of the Committee

- **Appointed by:** University Grants Commission (UGC)
- **Year:** 1961
- **Chairman:** *Dr. S. R. Ranganathan*
- **Members:** Dr. C.P. Shukla, K.A. Isaac, S. Bashiruddin, P.N. Kaula, B.S. Keshavan, Dr. J.S. Sharma, Prof. S. Das Gupta
- **Secretary:** Dr. P.J. Philip

Purpose: To review and improve Library Science education in India.

3. Main Objectives

The Committee was asked to:

- Recommend **standards for teaching, examination, and research** in Library Science.
- Design **curricula** for different courses (Bachelor's & Master's).
- Set **minimum entry qualifications** for students.
- Suggest **examination methods** and **passing standards**.

4. Major Recommendations (1962 Report)

1. **Standardization of Library Education**
    - The main objective of library education should be to **prepare competent professionals**.
    - **Certificate-level courses** should **not** be conducted at universities — focus should be on **Bachelor's and Master's levels**.
2. **Curriculum**
    - Uniform curriculum to be followed in all universities.
    - Introduced **curriculum outlines** for **B.L.Sc.** (Bachelor's) and **M.L.Sc.** (Master's).
    - Emphasized **practical training** and exposure to library operations.
3. **Pre-Admission Apprenticeship**

- Candidates should undergo **6-month apprenticeship** in a recognized library before admission.
- This ensures students have **hands-on experience** before studying theory.

4. **Staff-Student Ratio**
   - **1:10** at the **undergraduate level**.
   - **1:5** at the **master's level**.
5. **Library–Department Cooperation**
   - Encouraged **close cooperation** between **university library** and **library science department**.
   - Library Science teachers should **work periodically in libraries**.
   - Librarians should **participate in academic activities** by delivering guest lectures.
6. **Faculty and Teaching Standards**
   - Opposed the system of employing **part-time library staff** as teachers.
   - Suggested appointment of **full-time qualified Library Science faculty**.
   - Teachers should be treated **at par with other academic departments** in all respects — salary, promotions, and academic recognition.

5. Acceptance and Publication

- **UGC accepted all recommendations** of the Committee.
- The final report was published in **1965** as **"Library Science in Indian Universities."**

6. Significance

- Set the **foundation for uniform LIS education** across India.
- Helped in creating **academic recognition** for Library Science as a **professional field**.
- Promoted **integration of library practice with teaching**.

7. Real-Life Examples

1. **Delhi University (DLIS):** Introduced standard B.L.I.Sc. and M.L.I.Sc. programs based on these guidelines.
2. **Banaras Hindu University:** Started full-time Library Science faculty.
3. **University of Madras:** Implemented pre-admission library training.
4. **Osmania University:** Followed recommended staff-student ratio in its LIS department.
5. **IGNOU:** Later adopted modular, standardized LIS curriculum aligned with the 1961 model.

2.5.3 Education Commission (1964–66) *(Known as the Kothari Commission)*

1. Background

- Despite UGC's **liberal grants** and earlier recommendations, **university libraries remained weak** in funds, staffing, and organization.
- To evaluate and reform the entire Indian education system (including libraries), the Government of India appointed the **Education Commission (1964–66)**.
- **Chairman:** *Prof. D.S. Kothari* (hence, known as the **Kothari Commission**).

2. Observations

- Most university libraries lacked **funds, trained staff, and sufficient materials**.
- Many institutions opened **new departments** without building proper libraries.
- Commission criticized universities for giving **low priority** to libraries.

Quote from the Report:

"Nothing can be more damaging than to ignore its library and give it a low priority.

No new college, university or department should be opened unless adequate number of books are provided in the library."

3. Key Recommendations

1. **Library Development Norms**
    - Every university must allocate a fixed amount for libraries.
    - Suggested annual expenditure:
        - **₹25 per student**
        - **₹300 per teacher**
        - **6.5% to 10%** of total institutional budget for library development.
2. **Library Infrastructure**
    - Provide **multiple copies** of important textbooks.
    - Create **separate sections** for:
        - Reference books
        - Periodicals
        - Research material
    - Extend **working hours** and **open access** to all users.
3. **Self-Study and Reading Culture**
    - Encourage students to **study independently** in libraries.
    - Libraries should act as **supplementary classrooms** for research and tutorials.
4. **Documentation and Research Support**
    - Libraries should provide **indexing, abstracting, and documentation services**.
    - Help teachers and researchers **stay updated** on current developments.
5. **UGC's Role**
    - UGC to allocate **foreign exchange** for importing books and journals.
    - UGC to **monitor implementation** of these recommendations.

4. Criticism

- Academic librarians criticized the **reduction of student funding** from ₹40 (Radhakrishnan Commission) to ₹25 per student.
- Felt that **rising book prices and growing enrollments** required higher budgets.
- Also noted **poor follow-up and lack of compliance** by **State Governments**.

5. Impact

- The Kothari Commission strengthened the **philosophy that "libraries are essential to education."**
- Though partially implemented, it influenced later UGC policies, including:
    - Library grants
    - Staff training
    - Library networking initiatives (INFLIBNET)

6. Simple Summary (For Quick Recall)

Aspect	**Kothari Commission (1964–66)**
Chairman	Prof. D.S. Kothari
Focus	Evaluation of education & libraries
Key Quote	"No university without a good library."
Funding Norm	₹25/student, ₹300/teacher, 6.5–10% budget
Main Goal	Strengthen self-learning, documentation, and access
Weakness	Recommendations not fully implemented

7. Real-Life Examples

1. **Delhi University Library System:** Extended hours and separate research sections.
2. **Madras University Library:** Adopted reference and periodical sections.
3. **BHU Library:** Introduced documentation and abstracting services.
4. **Jadavpur University Library:** Implemented open access and tutorial reading spaces.
5. **University of Hyderabad Library:** Allocated foreign journals using UGC foreign exchange policy.

2.5.4 Mehrotra Committee (1983)

1. Background

- The **University Grants Commission (UGC)** formed a committee on **24 December 1983**.
- **Chairman:** *Prof. R. C. Mehrotra*, Emeritus Professor, University of Rajasthan, Jaipur.
- The committee's main aim was to **review pay scales, career growth, and service conditions** of **university and college teachers**.
- Later in **1985**, the UGC also asked the committee to include **Librarians and Directors of Physical Education** in the same review.
- The **report on librarians** was submitted to UGC on **3 September 1986**.

2. Objectives of the Committee

- To **revise pay scales** of librarians in universities and colleges.
- To **improve service conditions** and **career advancement** opportunities.
- To suggest **qualifications**, **training**, and **promotion policies** in line with new developments.
- To ensure **recognition of librarians** as **academic professionals** like teachers.

3. Key Recommendations

A. Recognition of Librarians

- Libraries play a vital role in the **teaching-learning process** and **research**.
- Librarians' work was recognised as **academic in nature**, not merely administrative.

- Recommended that librarians be treated **equal to teaching faculty** in pay, status, and benefits.

B. Revision of Pay Scales

- Pay scales to be revised in **parallel with university teachers**.
- Recommendations implemented w.e.f. **1 January 1986**.
- **Government of India** accepted the report and issued orders through **Document No. F.1-21/87-U.I dated 22 July 1988**.

C. Career Advancement Scheme (CAS)

- Introduced to ensure **growth and motivation** among librarians.
- **Assistant Librarian** in ₹2200–4000 scale → eligible for **Senior Scale (₹3000–5000)** after **8 years**.
- **Selection Grade** after **16 years** (reduced to 13 years for Ph.D. holders).
- **Ph.D./M.Phil. degree holders** to get **additional increments**.
- **Later modification:** Ministry of HRD (letter dated 24 March 1999) **removed** CAS provision for librarians, though it still applies to teachers.

D. Qualifications and Recruitment

- Introduced **minimum qualifications** for librarian posts:
  - **M.Lib.Sc. / MLIS** (master's degree in library science).
  - **National Eligibility Test (NET)** in LIS made **mandatory** for entry-level positions (Assistant Librarian, College Librarian, Documentation Officer).
- **M.Phil. and Ph.D.** were made **desirable** but **not essential** for recruitment.

E. Professional Development

- Librarians should:
  - Attend **refresher courses, workshops, and seminars**.
  - Be granted **duty leave** for professional training.
  - Prepare **annual self-assessment reports**.
  - Undergo **user-based performance evaluations**.
- Promotion to depend on **qualifications, training, and performance**.

F. Use of Technology

- Recognised growing importance of **information and communication technology (ICT)** in library services.
- Recommended that librarians be trained in:
  - **Computerised cataloguing** and **automation**.
  - **Database searching** and **information retrieval**.
  - **Networking and digital resources** management.

G. Government Implementation

- The Government of India and UGC issued **guidelines** for:
  - Pay fixation
  - Service conditions

- Age of retirement
- Promotion norms
- Code of professional ethics
- Grievance redressal system

- Revised norms circulated under **Document No. F.1-9/89 (CPP-I)** on **20 February 1990**, replacing the earlier circular of 1984.

4. Major Impacts

- **Professional Recognition:** Librarians formally recognised as **academic staff**.
- **Uniformity:** Created **national-level uniform standards** for pay, recruitment, and promotion.
- **Skill Upgradation:** Encouraged librarians to **adopt modern technologies**.
- **Motivation:** Career Advancement Scheme improved **job satisfaction**.
- **Quality Improvement:** Introduced **NET** to ensure quality entrants in the LIS profession.

5. Example Cases

1. **Delhi University (DULS):** Implemented CAS and introduced refresher training for librarians.
2. **Banaras Hindu University:** Adopted revised pay scales and NET-based recruitment.
3. **Panjab University:** Began librarian performance appraisal based on user feedback.
4. **Jadavpur University:** Introduced computerisation and training workshops for library staff.
5. **IGNOU Library:** Librarians encouraged to attend seminars and ICT workshops regularly.

6. Simple Summary (For Quick Revision)

Aspect	**Details**
Year Formed	1983
Chairman	Prof. R.C. Mehrotra
Submitted Report	3 Sept 1986
Focus	Pay scales, promotion, service conditions of librarians
Key Achievement	Librarians given equal academic status as teachers
Career Advancement	Senior scale after 8 yrs; selection grade after 16 yrs
NET Introduced	Made compulsory for LIS recruitment
Implementation Year	1988–1990
Impact	Standardised pay, improved professionalism, promoted ICT awareness

2.5.8 Curriculum Development Committee (1997–2001)

1. Background

- The **University Grants Commission (UGC)** set up **Subject Panels** for various disciplines to revise and modernise syllabi.
- **Letter:** No. F.2-13/97, dated **April 2, 1997**.
- **Convener for LIS Panel:** *Prof. C. R. Karisidappa* (Karnataka University, Dharwad).
- **Objective:** To **formulate a model curriculum** and **prepare a status report** on Library and Information Science (LIS) education in India.

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2. Purpose of the Committee

- Review the **existing LIS curricula** and update it to meet changing academic and technological trends.
- Ensure that LIS education in India aligns with **global standards** and the **information society**.
- Provide a **standard framework** for universities while allowing local flexibility.

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3. Meetings and Data Collection

- **First meeting:** March 10–11, 1998 at **Karnataka University, Dharwad**.
- **Chairman, UGC:** *Dr. Hari Gautam* encouraged all conveners to make LIS education more practical and IT-oriented.
- The Committee conducted an **all-India survey** by sending **questionnaires** to LIS departments to collect syllabus-related data.

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4. Zonal Meetings (to gather regional feedback)

1. **Kurukshetra University** – November 12–13, 1998 (North Zone)
2. **Utkal University** – December 9–10, 1998 (East Zone)
3. **Osmania University** – December 29–30, 1998 (South Zone)
4. **North Eastern Hill University (NEHU)** – April 13–14, 1999 (North-East Zone)

These meetings helped gather **feedback from teachers, librarians, and professionals** on modern LIS needs.

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5. Working Groups and Finalisation

- Based on UGC's direction (Letters dated March 8, 2000 & August 31, 2000), **three groups of eight members each** were formed to draft the report.
- Meetings were held at the **UGC Office, New Delhi** on:
    - October 23–25, 2000
    - December 4–6, 2000
    - January 8–10, 2001
- The final report covered **courses, modules, credits, marks distribution, and teaching hours**.

6. Key Documents & References Used

The committee studied several past reports and international standards before framing its recommendations:

1. **UGC Library Committee Report (1957)** – Dr. S. R. Ranganathan
2. **UGC Review Committee Report (1965)** – Dr. S. R. Ranganathan
3. **UGC Review Committee Report (1981)** – on LIS education
4. **UGC Curriculum Development Committee Report (1990–92)** – Prof. P. N. Kaula
5. **UNESCO Curriculum for Information Society (1998)**

6. **India–Germany Seminar on LIS Training (2000)** – focused on IT applications
7. **Meetings with LIS Board Conveners of different universities**
8. **Status Report on LIS Departments (2000)**

7. Major Recommendations

A. Integrated Approach

- Recommended a **2-year integrated Master's Degree (MLIS)** model.
- However, universities were allowed flexibility to continue with **1-year BLIS + 1-year MLIS** structure if needed.
- Purpose: Provide **more time for IT and automation training** within the curriculum.

B. Modular Structure

- Adopted a **Modular Approach** in the model syllabus.
- Divided into **7 modules** covering both **theory and practical** aspects.
- Each module contains **papers**, and each paper specifies:
    - Teaching hours
    - Practical sessions
    - Assignments
    - Seminar hours

C. Emphasis on Technology

- Introduced **Automation, Networking, and IT Applications** as major subjects.
- Focused on **digital libraries, internet searching, and database management**.
- Suggested establishment of **IT labs and information processing workshops** in LIS departments.

D. Credit and Evaluation System

- Recommended **credit-based evaluation** similar to global education systems.
- Each course to have **specified marks and credit units** for theory and practicals.

E. Distance Education

- Addressed LIS education through **distance mode (IGNOU, etc.)**.
- Suggested modifications to the **Distance Education Council (DEC) norms** to include practical training and IT exposure even for distance learners.

8. Importance of the Report

- Helped Indian universities **modernise their LIS courses** in tune with global standards.
- Encouraged **uniformity with flexibility** — allowing institutions to design their syllabus within UGC guidelines.
- Strengthened **information technology integration** into LIS education.
- Became a **benchmark document** for Boards of Studies in Indian universities.

9. Real-Life Examples

1. **Karnataka University, Dharwad:** Adopted 2-year integrated MLIS model.
2. **Delhi University:** Revised syllabus based on modular structure.

3. **Osmania University:** Introduced "Digital Libraries and IT Applications" paper.
4. **IGNOU (Distance Mode):** Updated LIS courses as per CDC 1997–2001 guidelines.
5. **North Eastern Hill University:** Incorporated automation and networking labs.

10. Simple Summary (For Quick Revision)

Aspect	Details
Period	1997–2001
Convener	Prof. C. R. Karisidappa
Objective	Develop model curriculum for LIS education
Approach	Integrated 2-year MLIS or 1+1 BLIS–MLIS model
Structure	Modular syllabus with 7 modules (theory + practical)
Key Focus	IT, automation, digital libraries, and credit system
Output	Model syllabus + detailed teaching hours and marks
Impact	Standardisation and modernisation of LIS education in India

2.6 Important Programmes of the UGC for Developing Academic Libraries

1. Background

- The **University Grants Commission (UGC)** realised that **well-equipped libraries** are essential for quality higher education.
- Based on recommendations of several **commissions and committees**, UGC launched multiple **development programmes** for universities and colleges.
- These programmes provided **financial grants** for:
    - Book and journal acquisition
    - Library buildings
    - Furniture and equipment
    - Staff and automation support

2. Major UGC Programmes

2.6.1 Wheat Loan Educational Exchange Programme (1951–1961)

- Originated under the **U.S. Public Law 480 (P.L.480)**.
- The U.S. gave India a **loan of $190 million** to buy wheat during post-independence food shortage.
- **$5 million** of the interest was earmarked for **education and library development**.

Objectives:

- To promote higher education and research by:
    - Purchasing **books, journals, and scientific equipment**.
    - Supporting **exchange of scholars** between India and the USA.

Library Impact:

- Established **extension libraries** at:
    1. Ludhiana

2. Madurai
3. Udaipur

- **33 Indian librarians** visited U.S. libraries for training.
- **American librarians** visited Indian universities for collaboration.

Example:

- Madurai extension library received books under Wheat Loan funds and later evolved into an independent study centre.

This programme built the foundation for Indo–U.S. cooperation in library development.

2.6.2 Book Banks (1963–64)

- Introduced to help **poor and needy students** get **textbooks for long-term use**.
- Books were issued on a **deposit basis** at nominal cost.

Initial Grants:

- ₹15,000 for postgraduate colleges.
- ₹10,000 for degree colleges.
- UGC contributed **75%** and colleges contributed **25%**.

Revised Policy (After 1975):

- ₹60 per student or up to **₹50,000 maximum per college**.
- **30%** of total library grant could be used for book banks.

Example:

- Delhi University and Pune University successfully ran book banks for science and commerce students.

Later Development:

- UGC **discontinued** the scheme after 1981 Review Committee found **uneven implementation** across institutions.

Book Banks encouraged textbook access and equality in education.

2.6.3 Study Centres (Introduced in 4th Five-Year Plan)

- Created to support **distance and part-time learners** with library resources.
- Each study centre received both **recurring and non-recurring grants**.

Recurring Grants:

- Staff salary – ₹10,000
- Contingency – ₹3,000

Non-Recurring Grants:

- Books for existing centres – ₹20,000
- Books for new centres – ₹30,000
- Furniture and equipment – ₹10,000

Example:

- UGC funded 23 universities (₹44.91 lakh in 1977–78) and 16 universities (₹5.6 lakh in 1979–80).

Study Centres brought library access closer to students in remote regions.

2.6.4 Regional Library Centres (RLCs) – 1976

- Concept evolved from the **Vice-Chancellors' Conference (1976)**.
- Aim: To provide **centralised regional library services** and **advanced information facilities**.
- Proposed by UGC to link **education with national development**.

Planned Centres:

1. University of Calcutta (East Zone)
2. University of Bombay (West Zone)
3. Bangalore University (South Zone)
4. Banaras Hindu University (North Zone)
5. National Centre – Delhi

Features:

- Equipped with **microfilming, reprography, and mechanised services**.
- Used **modern technologies** for sharing resources.
- UGC allocated **₹60,000 per centre** and **seven core staff**.
- **₹2 crore** sanctioned in the Fifth Five-Year Plan.

Example:

- Bangalore RLC served as a model for regional information sharing among southern universities.

RLCs introduced the idea of regional cooperation and shared resources.

2.6.5 National Information Centres (NISCs) and Inter-University Centres (IUCs)

Introduced in: Sixth Five-Year Plan (1980s).

Purpose: To provide **up-to-date subject information** and facilitate **research networking** among universities.

A. National Information Service Centres (NISCs)

Objective:

To build **computerised databases** and provide **information, documentation, and current awareness services**.

Established At:

1. **Indian Institute of Science, Bangalore** – Physical, Natural & Applied Sciences
2. **M.S. University, Baroda** – Social Sciences (Economics, Political Science, Education, Psychology)
3. **S.N.D.T. Women's University, Bombay** – Humanities (Sociology, Home Science, Library Science, Women's Studies)

Example:

- IISc Bangalore NISC built one of the earliest databases for research scholars in applied sciences.

NISCs became India's first specialised information hubs.

B. Inter-University Centres (IUCs)

Established Under: Section 12 (ccc) of UGC Act.

Purpose:

- To provide **national-level research facilities** and **shared laboratories**.
- To support **research scholars and teachers** across India.

Major Centres:

1. **Nuclear Science Centre** – Jawaharlal Nehru University (Delhi)
2. **Inter-University Centre for Astronomy & Astrophysics** – Pune University
3. **Inter-University Consortium for DAE Facilities** – Devi Ahilya University, Indore
4. **Crystal Growth Centre** – Anna University, Chennai
5. **Western Regional Instrumentation Centre** – University of Mumbai
6. **MST Radar Centre** – Sri Venkateswara University, Tirupati
7. **Educational Communication Consortium** – JNU, New Delhi

Example:

- IUCAA (Pune) provides library and data services for astrophysics researchers nationwide.

IUCs promoted national collaboration and resource sharing in advanced research.

3. Summary (For Quick Revision)

Programme	Year	Main Objective	Example/Impact
Wheat Loan Exchange Programme	1951–61	Indo–US cooperation for education & libraries	33 librarians trained in USA
Book Bank Scheme	1963–64	Textbooks for poor students	Delhi & Pune Universities
Study Centres	4th Plan (1970s)	Library support for distance learners	23 universities received grants
Regional Library Centres (RLCs)	1976	Regional shared facilities	Centres in Calcutta, Bombay, etc.
National Information Centres (NISCs)	1980s	Computer databases for disciplines	IISc Bangalore, SNDT Bombay
Inter-University Centres (IUCs)	1980s	Shared national research facilities	IUCAA Pune, NSC Delhi

4. Real-Life Examples

1. **Madurai Library (Wheat Loan):** Received book donation through PL-480 funds.
2. **Delhi University:** Book Bank benefitted economically weak students.
3. **IGNOU Study Centres:** Adopted the UGC Study Centre model for open learners.
4. **Bangalore RLC:** Served as a regional documentation centre.
5. **IUCAA Pune:** Facilitated national access to astrophysics data.

2.6.6 Area Study Centres

1. Objective

- UGC started this scheme to promote **in-depth study and research** on different **countries and regions** across the world.
- Focus: Understanding **political, economic, social, and cultural aspects** of different nations.

2. Features

- **16 major global areas** were identified (e.g., South Asia, East Asia, Africa, Latin America, West Europe, USSR studies, etc.).
- Selected universities received **financial assistance** to establish these centres.
- Libraries of these centres were strengthened with:
    - Regional literature and reference sources
    - Country-specific databases and documents

3. Example

- **Jawaharlal Nehru University (JNU), New Delhi** – Centre for East Asian Studies.
- **University of Calcutta** – Centre for South and South-East Asian Studies.
- **Madras University** – Centre for African Studies.

4. Impact

- Promoted **specialised research** and **international understanding**.
- Helped libraries develop **unique collections** in regional and area studies.

"Area Study Centres made Indian university libraries globally oriented by promoting regional and international research resources."

2.6.7 Collection Development

1. Background

- UGC has provided **financial support** since its formation to build **strong book and journal collections** in universities and colleges.
- Covered institutions:
    - Central Universities
    - State Universities
    - Deemed Universities
    - Government and affiliated colleges

2. Types of Grants

A. General Development Scheme

- For **central and departmental libraries** to purchase books and journals.

B. Special Programmes

- Grants for:
    - **Centres for Advanced Studies**
    - **Departmental Research Projects**
    - **Assistance for Teachers' Research Work**
    - **Support for newly established departments**

3. Grant Allocation Process

- Universities submit **fund proposals** with UGC guidelines.
- Reviewed by **Expert/Visiting Committees** (including state representatives).
- Grants distributed **every Five-Year Plan** depending on:
    - Number of students and teachers
    - Number of departments
    - Courses and research activities
    - University infrastructure and income

4. Challenges

- Grants often **insufficient** due to:
    - Rising book and journal prices
    - Information explosion
    - Expanding academic demands

5. UGC's Solutions

- Introduced **resource-sharing networks** like:
    1. **Regional Library Centres (RLCs)**
    2. **National Information Centres (NISCs)**
    3. **Inter-University Centres (IUCs)**
    4. **INFLIBNET (Information and Library Network)**

6. Example

- **Delhi University Library System (DULS):** Received special grants for electronic journal subscriptions.
- **Banaras Hindu University (BHU):** Built a new departmental collection under UGC's special assistance scheme.

"Collection Development is the backbone of every academic library — UGC ensures equitable resource growth and access across Indian universities."

2.6.8 Infrastructural Facilities: Library Building, Equipment & Furniture

1. Importance

- UGC recognised that **effective library services** depend on:
    - Proper **building design**,
    - Adequate **equipment**, and
    - Comfortable **furniture** for users and staff.

2. Early Support (Wheat Loan Programme: 1951–61)

- Under **U.S. Wheat Loan Educational Exchange**, UGC received **₹54.30 lakh** for expanding **five university libraries**.
- This helped improve physical infrastructure and reading space.

3. Financial Assistance over the Years

- **2nd & 3rd Five-Year Plans:** ₹2.67 crore
- **4th Five-Year Plan:** ₹78.88 lakh
- **Till March 1973:** ₹3.83 crore sanctioned for library buildings

Despite large allocations, funds were still **insufficient** for growing library needs.

4. Library Building Standards

- **Dr. S. R. Ranganathan Committee (1965):**
    - Studied library infrastructure in detail.
    - Consulted the **Indian Standards Institute (ISI)** to frame design guidelines.

Standards Introduced:

- **IS:1533–1960** – *"Code of Practice for Library Building Design."*
- **Revised as IS:1533–1976** – *"Primary Elements in Library Building Design."*

Key Recommendations:

1. Proper **location** of the library within campus (near faculties & hostels).
2. Adequate **space planning** for reading, reference, and group study.
3. Design for **lighting, ventilation, and sanitation.**
4. Inclusion of **conference, seminar, and staff rooms.**
5. Expert **approval** required for any new building proposal to ensure functionality.

5. UGC Guidelines (Later Plans)

Seventh Plan (1985–90):

- 20% of total grant to be spent on **library construction** and facilities.
- 55–60% for **equipment and reprographic services.**

Eighth Plan (1992–97):

- 50% grant for **building and equipment**,
- Remaining 45–50% for **books, AV aids, and automation.**

Example Equipment:

- Reprographic and micrographic machines
- Overhead projectors
- Television, VCR, audiovisual learning tools

6. Modern Developments

- Launch of **INFLIBNET (Information and Library Network)** integrated computerisation and automation.
- UGC funded:
    - Computer hardware and software
    - Training for library staff
    - Development of **Local Area Networks (LANs)** and **databases**

Example:

- **University of Hyderabad Library** – Automated cataloguing using INFLIBNET support.

- **IGNOU Library** – Introduced online public access catalogue (OPAC) with UGC funding.

7. UGC's Continuing Role

- Constitutes **Library & Information Science Panels** every few years.
- Reviews:
    - Library infrastructure
    - LIS teaching and research
    - Equipment and automation needs

"A good library is not only about books — it's about space, structure, and systems that make knowledge accessible and usable."

8. Quick Summary (For Revision)

Programme	**Focus Area**	**Example / Impact**
Area Study Centres	Regional & international research	JNU Centre for East Asian Studies
Collection Development	Grants for books, journals, research projects	BHU & Delhi University
Infrastructure Development	Library buildings, furniture, automation	Hyderabad & IGNOU Libraries
Standards	IS:1533–1976 – Library building design	Adopted in all UGC-funded libraries
Modernisation	INFLIBNET & ICT integration	Nationwide library networking

Unit 2 : Normative Principles of Library and Information Science

2.1 Introduction

Key Point	Explanation
Originator	Dr. S. R. Ranganathan, Librarian, University of Madras
Year of Enunciation	1928 (Provincial Educational Conference, Chidambaram)
Purpose	To provide guiding principles for efficient library organization, management, and universal access to knowledge
Philosophy	The laws form the **foundation** of library science and are relevant even in modern digital information systems
Meaning of Terms	"Books" = Knowledge/Information; "Readers" = Users
Modern Relevance	Applies to both physical and digital libraries, databases, and information systems

2.1.1 The Five Original Laws

No.	Law	Meaning in Brief
1	Books are for use	Books should be freely accessible and used, not locked away
2	Every reader his/her book	Every user should find the material they need
3	Every book its reader	Every book should reach the right reader
4	Save the time of the reader	Services should be efficient and user-friendly
5	The library is a growing organism	The library must evolve with changing needs

2.1.2 Modern Restatement of the Five Laws

Original Term	Modern Equivalent
Books	Documents / Information
Reader	User
Library	Documentation / Information System

Restated Laws:

1. Documents/information are for use
2. Every user his/her document/information
3. Every document/information its user
4. Save the time of the user
5. Information system is a growing organism

2.1.3 Importance of the Five Laws

Purpose	Explanation
Foundation	Basis for all library practices and services
Evaluation	Tool to assess efficiency of library systems
Innovation	Guide for creating new library or information activities
Universality	Applicable to all kinds of information centers
Philosophy	Promotes user-centered and service-oriented librarianship

Examples of Modern Application

Area	Example
1. Public Libraries	Open access shelving and reading rooms
2. Academic Libraries	Online databases and e-resources

3. Digital Libraries	Open-access journals and repositories
4. Mobile Libraries	Book vans reaching remote areas
5. Institutional Repositories	Theses, research papers online
6. Information Services	AI-based library chatbots assisting users

2.2 First Law: "Books are for Use"

2.2.1 Meaning

- Books are **meant to be read and used**, not preserved as sacred relics.
- In medieval Europe, books were **chained** to shelves for protection.
- After the invention of printing, books became plentiful — so access became more important than preservation.
- The First Law emphasizes **user access**, **availability**, and **maximum use** of materials.

2.2.2 Implications of the First Law

Aspect	Implication / Message
a) Location	Library should be **centrally located**, **quiet**, and **easily accessible**.
b) Library Hours	Timings must suit **user convenience**, not staff comfort.
c) Library Building & Furniture	Design must be **functional, aesthetic, and user-friendly**.
d) Library Staff	Must be **qualified, courteous, cheerful, and service-oriented**.
e) Collection	Materials should be **up-to-date**, **relevant**, and **diverse**.
f) Rules & Policies	Should **encourage use**, not restrict it (e.g., easy membership, open access).

2.2.3 Application Table

Library Element	Traditional Practice	Modern Practice (Applying First Law)
Access	Closed shelves	Open access system
Lending	Limited issue	Extended borrowing privileges
Timings	Fixed hours	Flexible & long hours
Staff Attitude	Authoritative	Friendly and service-minded
Furniture	Plain wooden benches	Comfortable seating & digital spaces
Preservation	Priority over use	Balanced approach (digitization + access)

2.2.4 Six Examples Illustrating the First Law

Example No.	Example Description
1	Public library open till late evening for working users
2	College library near classrooms for quick access
3	Children's library with colorful low-height furniture
4	Digital library giving 24×7 access to e-books and journals
5	Bookmobiles bringing books to rural communities
6	Library staff offering reading assistance with a friendly attitude

2.2.5 Core Essence

- The **First Law** transforms the library from a **storehouse of books** into a **living center of learning**.
- Every decision—location, staff behavior, timing, collection, or technology—must **promote accessibility and use**.
- The measure of a good library is not how many books it owns, but **how effectively those books are used**.

2.3 SECOND LAW: "Every Reader His/Her Book"

2.3.1 Meaning and Significance

- The **Second Law** means that **every reader must find the book or information they need**.
- It ensures **equal access** to knowledge for **all sections of society**, without distinction.
- Sometimes expressed as **"Books for All."**
- Represents the **democratisation and universalisation** of library services.
- Earlier, libraries served only the **privileged few**; now, they must serve **everyone**—students, researchers, children, workers, rural and urban citizens alike.
- Supports the **philosophy of democracy** and **lifelong learning**.

2.3.2 Implications of the Second Law

a) Obligations of the State

Aspect	Explanation
Legislation	The state must pass library legislation ensuring **universal access** to library services.
Finance	Adequate and continuous **financial support** should be provided to libraries.
Public Library System	Should establish **a network of public libraries** accessible to all citizens.
Educational Libraries	Must also support **school, college, university, and special libraries**.
Coordination	Ensure **integration and cooperation** among all types of libraries.

Examples (6):

1. Enactment of the *Public Library Act* in several Indian states.
2. National Library, Kolkata, supported by central funding.
3. State Library Networks like DELNET and INFLIBNET.
4. Free membership for rural public libraries.
5. Mobile library vans run by government cultural departments.
6. Digital access initiatives like *National Digital Library of India (NDLI)*.

b) Obligations of the Library Authority

Area	Responsibility
Choice of Books	Select materials based on **user needs**; avoid purchasing irrelevant books.
User Studies	Conduct **surveys and feedback** to understand readers' requirements.
Choice of Staff	Employ **competent and adequate staff** to assist users effectively.

Examples (6):

1. Conducting online surveys to identify popular subjects.
2. Purchasing books in local languages based on community needs.
3. Including digital resources for researchers.
4. Training staff in reference and information retrieval.
5. Hiring subject experts in specialized libraries.
6. Allocating funds based on demand (e.g., more STEM books in engineering colleges).

c) Obligations of the Staff

- Staff should embody the **spirit of service**—helping every user find their needed resources.
- Must provide **Reference Services**: actively assist users in locating materials.
- Should be **aware of all resources**, including books, journals, databases, and micro-documents.
- Create **detailed catalogues** with **subject analytical entries** and **cross-references** to guide users.
- Staff must use **bibliographies, indexing, and abstracting tools** to help users locate scattered information.

Examples (6):

1. Helping a researcher locate journal articles across databases.
2. Preparing bibliographies for specific subjects.
3. Guiding students in using OPAC (Online Public Access Catalogue).
4. Creating reading lists for new topics.
5. Explaining how to use reference tools like *Encyclopaedia Britannica* or *PubMed*.
6. Maintaining subject guides or pathfinders on library websites.

d) Obligations of the Reader

Duty	Explanation
Respect Library Rules	Return books on time; handle materials responsibly.
Avoid Misuse	Do not tear pages, hide, or steal books.
Participate in User Education	Learn how to use library systems efficiently.

Examples (6):

1. Returning borrowed books before the due date.
2. Reporting damaged books to the librarian.
3. Attending user orientation programs.
4. Using the catalog instead of disturbing staff for minor queries.
5. Respecting silence and discipline within the library.
6. Suggesting new book titles for the library's consideration.

2.3.3 Resource Sharing

- No single library can fulfill all information needs independently.
- The **Second Law** encourages **cooperation and resource sharing** between libraries.
- This enables **"Every reader his book"** at a **network level**, not just within one institution.
- Resource sharing reduces duplication of materials and enhances access to specialized resources.
- Cooperation can occur at **local, regional, national, or international** levels.

Form of Cooperation	Example
Interlibrary Loan (ILL)	Borrowing books from other libraries on request.
Union Catalogue	Listing combined holdings of many libraries (e.g., *WorldCat*).
Library Networks	INFLIBNET, DELNET, OCLC, etc.
Consortia	Shared e-resources via *e-ShodhSindhu*.
Document Delivery Service	Sending copies of requested materials digitally.
Collaborative Collection Development	Libraries purchase complementary materials instead of duplicates.

Examples :

1. A college library borrowing a rare book from a university library.
2. Researchers using *Shodhganga* for theses and dissertations.
3. Using *DELNET* for cross-library searches.
4. Online article requests via *ResearchGate* or *JSTOR*.
5. State-level networks like *PUNLIBNET* or *CALIBNET*.
6. Global networks sharing metadata through *OCLC WorldCat*.

2.3.4 Essence of the Second Law

- The **Second Law** is rooted in the idea of **equity and inclusion in access to knowledge**.
- It binds the **state**, **library authority**, **staff**, and **users** in a **cooperative chain of responsibility**.
- It ensures that **every individual**, regardless of background or status, can obtain the **right information at the right time**.
- It transforms libraries into **democratic spaces** for **learning, empowerment, and participation**.

2.4 THIRD LAW: "Every Book Its Reader"

— formatted for **quick study**, using **numbered sections**, **compact tables only where useful**, and **six clear examples** for easy recall.

2.4.1 Meaning and Significance

- The **Third Law** of Library Science is: **"Every Book Its Reader."**
- Focuses on the **book's perspective** rather than the reader's.
- It ensures that **no book remains unused** — every item in the library should **find an appropriate reader**.
- Unused books represent **wasted investment** and **failure in library service**.
- The law promotes **visibility, discoverability, and use** of all books in a collection.

Aspect	Key Idea
Objective	To ensure that every book reaches the user who needs it.
Philosophy	A library's value lies in **use**, not in **possession**.
Approach	From the **book's side**—to make it discoverable and accessible.

2.4.2 Implications – Open Access System

- **Open Access** means readers can **freely browse shelves** and select books.
- Books are arranged in a **classified order** (by subject), enabling users to **discover related books** easily.
- Browsing often leads to **serendipitous discovery**—finding books readers didn't know they needed.
- Therefore, **open access directly fulfills the Third Law.**

Responsibilities	Explanation
Library Staff	Maintain **shelf order**, conduct **regular shelf rectification**, and provide **shelf guides/bay guides**.
Readers	Handle books responsibly; avoid reshelving, misplacing, or damaging materials.

Advantages of Open Access:

- Increases **book visibility**.
- Promotes **user independence**.
- Enables **browsing across subjects**.
- Encourages **reading habits** and **intellectual curiosity**.

Disadvantages (Manageable):

- Misplacement of books.
- Page tearing or theft by careless users.
- Need for **constant supervision**.

Despite minor drawbacks, open access remains the **best method** to ensure "Every Book Its Reader."

2.4.3 Implications – Library Services

Service	Purpose / Benefit
a) Lists of New Additions	Inform readers about newly added books; draws attention to fresh materials.
b) Display of New Books	Physically displaying books makes them **visible and attractive** to readers.
c) Book Exhibitions	Thematic or topical displays connect books with current interests or events.
d) Exhibitions of Unused Books	Helps **rediscover neglected books** and increases their circulation.

Examples (6):

1. Monthly bulletin listing new arrivals on the library notice board.
2. Digital "New Books" carousel on the library website.
3. Display stand near the entrance showcasing newly acquired titles.
4. Book exhibition on themes like "Sustainable Development" or "Women in Science."
5. Exhibition of underused books titled "Hidden Treasures of Our Library."
6. Curated "Staff Picks" section to promote lesser-known works.

2.4.4 Implications – The Library Catalogue

- The **catalogue** acts as a **bridge between books and readers**.
- A well-designed catalogue ensures that each book is **discoverable through multiple approaches**—author, title, subject, keyword, etc.
- Should include:
    - **Added entries** for related subjects.
    - **Cross-references** connecting topics.
    - **Abstracts or annotations** highlighting contents.
- Reference staff should help users **navigate the catalogue effectively**.

Catalogue Feature	Benefit
Subject entries	Enable topic-based search.
Cross-references	Guide readers to related materials.
Keyword search	Simplifies user queries.
Annotations	Help users decide the relevance of books.

Examples (6):

1. OPAC (Online Public Access Catalogue) with author/title/subject search.
2. Cross-referencing "World War II" with "Holocaust" and "European History."
3. Subject index linking "Climate Change" with "Environmental Science."
4. Annotation added for research-oriented books.
5. Keyword tagging system in digital libraries.
6. Librarian-assisted catalogue orientation sessions.

2.4.5 Core Essence of the Third Law

- Every book has a **potential reader**; it's the librarian's role to **connect** them.
- Libraries must employ **systems, services, and staff effort** to bring books into active use.
- The law reflects the **dynamic, participatory nature** of libraries—books should **live through use**.

A book unread is a book unheard — the Third Law ensures that every voice in the library finds its listener.

2.5 FOURTH LAW: "Save the Time of the Reader"

— formatted for **quick reading**, **clear numbering**, and **short explanations**, with **tables where useful** and **six examples** for each major implication.

2.5.1 Meaning and Significance

- The **Fourth Law** focuses on **efficiency** in all library operations.
- A reader's **time is valuable**—delays discourage use and reduce satisfaction.
- Intellectual curiosity can be **short-lived**, so information must be provided **at the moment of need**.
- The law demands **speed, accuracy, and convenience** in every service.

Aspect	Key Idea
Purpose	Deliver quick and precise library service.
Philosophy	Time saved for the reader = time invested in learning.
Risk if ignored	Users lose interest; library reputation suffers.

2.5.2 Implications – Open Access

- Like the **Third Law**, open access directly supports this principle.
- In **closed access**, readers must request books via staff, leading to repeated delays and frustration.
- **Open access** allows users to browse shelves, inspect books themselves, and choose instantly.
- It saves both **objective time** (actual minutes spent) and **subjective time** (perceived waiting).

System	Effect on Time
Closed Access	Wastes both objective and subjective time; delays in retrieval.
Open Access	Readers engage directly; time feels well-spent and short.

Examples (6):

1. University libraries allowing direct shelf access.
2. Students browsing and selecting reference books themselves.
3. Online open shelves (digital browsing of e-books).
4. Stack guides and signage reducing search time.
5. Quick shelf rectification ensuring correct placement.

6. RFID-based entry to stacks for faster location tracking.

2.5.3 Implications – Classification and Cataloguing

- Efficient **classification** groups related books together, making it easier to find materials.
- A well-designed **catalogue** supports multiple search approaches (author, title, subject).
- These systems minimize user confusion and search time.
- Supplemented by **reference service**, **stack guides**, and **acquisition efficiency**.

Tool/Activity	Contribution to Time Saving
Classification	Books on similar subjects placed together.
Catalogue	Direct, accurate search access.
Reference Service	Staff guidance saves exploration time.
Acquisition System	Fast purchase and availability of new materials.

Examples (6):

1. Dewey Decimal or Colon Classification grouping related books.
2. OPAC search filters (author/subject/year).
3. Ready reference desks answering factual queries immediately.
4. Online acquisition systems for quick ordering of new titles.
5. Stack maps and digital shelf locators.
6. Barcode/RFID search terminals for finding shelf locations instantly.

2.5.4 Implications – Charging System (Book Issue and Return)

- Traditional methods (manual registers) consume time and cause queues.
- Modern systems are **faster, accurate, and user-friendly**.
- The **Fourth Law** strongly advocates **automation** and **simplified procedures**.
- Readers should be able to **borrow and return books quickly** without bureaucratic delay.

Charging Method	Description	Time Efficiency
Manual Register	Staff hand-write issue/return records	Very Slow
Ticket System	Borrower and book cards exchanged	Moderate
Photo Charging	Cards photographed together for record	Fast
Computerised System	Barcode or RFID-based issue/return	Very Fast

Examples (6):

1. Barcode scanning for instant issue/return.
2. RFID self-checkout kiosks.
3. Online renewal of borrowed books.
4. SMS or email reminders for due dates.
5. Automated fine calculation systems.
6. Separate counters for quick return/drop-off.

2.5.5 Additional Practices Supporting the Fourth Law

Area	Strategy for Saving Time
Library Layout	Logical arrangement: circulation, reference, reading areas clearly marked.
Signage and Labels	Clear directions to catalogues, shelves, and facilities.
Digital Access	OPAC, e-resources, and mobile apps for 24×7 access.

Staff Training	Skilled staff handle queries swiftly and accurately.
Automation	Integrated library management systems (ILMS).
User Education	Teaching readers how to use tools saves future time.

Examples (6):

1. Floor maps showing section locations.
2. QR codes linking to e-resources.
3. Instant chat support on library website.
4. Orientation sessions on catalog use.
5. Efficient shelving layout by subject.
6. Help desk near entry for quick direction.

2.5.6 Core Essence of the Fourth Law

- The **Fourth Law** transforms the library into a **time-efficient knowledge system**.
- Every policy—from shelf layout to digital systems—should **minimize user effort**.
- It reinforces that a **user-centric and efficient library** is essential for modern information needs.

A well-designed library doesn't just hold knowledge — it delivers it swiftly, ensuring no reader loses curiosity to delay.

2.6 FIFTH LAW: "Library Is a Growing Organism"

2.6.1 Meaning and Significance

- The **Fifth Law** describes the **library as a living, evolving system**.
- The use of the term **"organism"** (not "organisation") is deliberate — it highlights that a library must **adapt, expand, and renew** itself to survive.
- Growth in a library is both **quantitative** (increase in size, collection, users) and **qualitative** (improvement in services, modernization).
- Like a living organism, a library undergoes two types of growth:
    - **Child growth:** Visible expansion — more books, more space, more staff.
    - **Adult growth:** Internal renewal — updating, replacing, and modernizing services.

Aspect	Key Idea
Concept	Library as a living, dynamic, self-renewing system.
Goal	Ensure continual development of all library components.
Components of Growth	Book stock, readers, staff, and infrastructure.

2.6.2 Implications – Growth of Book Stock

- As book collections expand, the **physical space**, **catalogue capacity**, and **stack organization** must also grow.
- Libraries must anticipate this and plan **flexible designs**.
- Constant **shelf rearrangement**, **relabeling**, and **updating of guides** are essential.

Implication	Result/Action
Growth in collection	More shelves and stack space required

Classified arrangement	Need for regular shelf shifting
Stack guides	Frequent updating and relabeling

Examples (6):

1. Expanding stack rooms with movable shelving.
2. Digital catalogues scaling with new entries.
3. Periodic shelf-reading to manage growth.
4. Adding new subject sections (e.g., Data Science, AI).
5. Enlarging periodical storage as subscriptions grow.
6. Updating signage and bay guides after reclassification.

2.6.3 Implications – Growth of Readers

- A successful library attracts more users over time.
- This **increase in user base** demands more **reading space**, **better seating**, and **diversified services**.
- The library should evolve from a quiet reading hall into a **multi-purpose learning environment**.

Examples (6):

1. Adding study cubicles for researchers.
2. Expanding seating in reading rooms.
3. Creating dedicated children's and youth sections.
4. Providing community learning zones and discussion areas.
5. Offering online membership and remote access.
6. Hosting user training and literacy programs.

2.6.4 Implications – Growth of Staff

- More readers and books demand **more staff** and **varied expertise**.
- Staff roles diversify into **reference, IT, cataloguing, and digital management**.
- Qualitative growth means staff need **continuous training** and **technological adaptability**.

Examples (6):

1. Hiring IT librarians for digital catalogues.
2. Introducing training workshops for staff.
3. Creating roles like e-resource manager or data librarian.
4. Expanding reference and information desks.
5. Appointing outreach coordinators for community engagement.
6. Encouraging professional development via webinars and courses.

2.6.5 Implications – Classification and Catalogue

- With expanding collections, the **classification system** must remain **hospitable** (capable of accommodating new subjects).
- **Catalogues** must allow **easy interpolation**—new entries inserted without disrupting order.
- A flexible, expandable system like a **card catalogue** or **digital OPAC** fulfills this needs.

System Component	Requirement
Classification	Should allow expansion of subjects.
Catalogue	Should permit easy addition of new entries.

Examples (6):

1. Colon Classification accommodating emerging fields.
2. Adding subclasses for interdisciplinary studies.
3. Card catalogues replaced by digital databases.
4. Keyword indexing for modern subjects.
5. Online metadata editing for instant updates.
6. Updating authority files for new authors/topics.

2.6.6 Implications – Modernisation

- A growing library must **adopt technology** to handle expanding operations efficiently.
- **Computerisation** improves accuracy, access, and speed in cataloguing, circulation, and acquisition.
- Digital transformation ensures sustainability and relevance.

Examples (6):

1. Implementing Integrated Library Management Systems (ILMS).
2. Introducing e-book lending platforms.
3. Creating digital archives and repositories.
4. Barcode and RFID automation.
5. Library websites with online catalogues (OPAC).
6. Using data analytics to study user behavior and improve services.

2.6.7 Implications – Provision for the Future

- Library design must **anticipate growth** and **allow for expansion**.
- Buildings should be **modular**, permitting horizontal and vertical extension.
- Lack of foresight can severely restrict development later.

Examples (6):

1. Designing flexible floor plans.
2. Constructing stack areas with expansion potential.
3. Using demountable partitions for easy redesign.
4. Reserving land space for annex buildings.
5. Planning for digital infrastructure upgrades.
6. Providing extra electrical/data points for future tech use.

2.6.8 Implications – Weeding Out of Books

- Growth also means **replacement and renewal**.
- Libraries must **weed out obsolete or unused materials** to make space for relevant ones.
- This process ensures the library remains **current, efficient, and self-renewing**.

- Weeded materials may be **stored**, **exchanged**, or **shared** with other libraries.

Action	Purpose
Weeding	Remove outdated or irrelevant materials.
Storage	Keep rarely used items for occasional access.
Cooperation	Share withdrawn items across library networks.

Examples (6):

1. Removing outdated textbooks replaced by new editions.
2. Storing rare but infrequently used materials in archives.
3. Donating surplus books to smaller libraries.
4. Central storage repositories shared regionally.
5. Conducting annual collection evaluation.
6. Adopting the concept of a **self-renewing library**.

2.6.9 Core Essence of the Fifth Law

- A **library is not static**—it must **grow, adapt, and modernize** continually.
- Growth involves:
  - **Expansion** (more books, users, space).
  - **Renewal** (weeding, updating, replacing).
- This law ties together all others, ensuring libraries remain **living institutions** serving **changing user needs**.

The library that grows, evolves, and renews itself is not just a building — it's a living organism nurturing the evolution of knowledge.

Implications of Five Laws

FIRST LAW: Books Are for Use

Meaning:

Books are meant to be *used*, not merely *preserved*. The library exists to promote access, not storage.

Implications

Aspect	Explanation
Open Access	Readers should be free to browse shelves and select books directly. Promotes use and discovery.
Location	Library should be centrally located, quiet, and easily accessible to all users.
Library Hours	Open at convenient times for users (students, workers, researchers).
Library Building & Furniture	Should be functional, comfortable, and attractive to encourage use; children's areas need special design.
Book Selection Policy	Choose books relevant to users' needs; avoid duplication and outdated content.
Library Techniques	Use proper classification, cataloguing, and arrangement for quick retrieval.
Publicity	Promote library services through notices, displays, exhibitions, and social media to attract readers.
Library Staff	Must be courteous, service-minded, and helpful ("Service with a Smile").
Reference Service	Provide accurate and prompt help to locate information efficiently.

SECOND LAW: Every Reader His/Her Book

Meaning:

Every person—regardless of class, gender, or background—must have access to the books they need.

Ensures *democratic access to knowledge.*

Implications / Obligations

Category	Obligation / Role
Obligations of the State	Enact library legislation, ensure financial support, and establish networks of public, school, and academic libraries.
Obligations of the Library Authority	Conduct user surveys to select relevant books and appoint adequate, competent staff.
Obligations of Library Staff	Understand readers' interests, provide reference help, create analytical catalogues, and guide users effectively.
Obligations of the Reader	Follow library rules, return books on time, and handle materials responsibly. Participate in user education.

THIRD LAW: Every Book Its Reader

Meaning:

Every book should find its ideal reader. A book unused is a wasted resource; libraries must ensure books reach their audience.

Implications

Aspect	Explanation
Open Access	Allows readers to browse and discover books independently.
Book Selection	Select books based on user demand and community needs to ensure use.
Shelf Arrangement	Arrange books logically by subject for easy browsing.
Easy Accessibility	Remove barriers (permissions, delays, complex procedures) that discourage users.
Cataloguing	Detailed entries, cross-references, and keywords make books discoverable.
Reference Service	Librarians help connect users to books that match their needs.
Publicity	Display new arrivals, issue bulletins, and hold exhibitions to highlight available books.
Extension Service	Reach readers through mobile libraries, reading camps, and outreach programs.

FOURTH LAW: Save the Time of the Reader

Meaning:

Readers' time is valuable. Libraries must provide efficient, accurate, and user-friendly services.

Implications

Aspect	Explanation
Open Access	Minimizes waiting; users locate books themselves.
Location	Library should be easy to reach, with clear internal layout and signage.
Shelf Arrangement, Classification & Cataloguing	Books should be logically arranged and catalogued for rapid access.
Stack-Room Guides	Guides and labels help readers find materials quickly.
Issue and Return	Use efficient, automated systems (RFID, barcode) for lending.
Reference Service	Provide quick, accurate, and helpful responses to information queries.
Documentation Service	Offer abstracts, bibliographies, and indexes to save search time.
Library Staff	Skilled, cooperative, and trained staff who respond efficiently.

FIFTH LAW: The Library Is a Growing Organism

Meaning:

A library is a *living institution*—it must grow, adapt, and renew itself continuously.

Implications

Aspect	Explanation
Balanced Growth	All components (books, readers, staff, services, infrastructure) must expand proportionally.
Casting Off the Old & Preserving Valuable Books	Weed out outdated materials; preserve rare or valuable works.
Choice of a Classification Scheme	Must be flexible and capable of accommodating new subjects.
Choice of a Catalog Code	Should allow easy addition and modification of entries.
Modernization	Adopt new technologies (computerization, digitization, automation).
Staff	Increase in number and skill level to handle new responsibilities.
Library Building – Provision for Future	Design buildings with room for future expansion—both physical and technological.
Safeguards	Ensure proper maintenance, preservation, and security of materials and systems.

Summary of All Five Laws

Law No.	Law Statement	Core Principle
1	Books are for use	Access over preservation
2	Every reader his/her book	Universal access
3	Every book its reader	Promote use and visibility
4	Save the time of the reader	Efficiency and service quality
5	The library is a growing organism	Continuous growth and adaptation

Essence of Ranganathan's Philosophy

- Libraries exist **for users**, not for books alone.
- Knowledge must **circulate freely** and reach those who need it.
- A library must be **efficient, dynamic, and evolving**.
- These five laws are not just historical—they form the **foundation of modern information management**, both print and digital.

"A living library grows with its readers — and its readers grow with the library."

2.7 Origin and Development of National and Public Libraries in India

2.7.1 Origin of the National Library, Calcutta (Kolkata)

Year	Development/Event	Description
1835	**Calcutta Public Library Established**	Founded through public contribution and supported by Lord Metcalfe. Served scholars and intellectuals.
1881	**Imperial Library Formed**	Created by combining several government secretariat libraries to serve colonial administrators.
1903	**Amalgamation**	Calcutta Public Library and Imperial Library merged into the **Imperial Library of India**.

1948	**Renamed as National Library**	After independence, the **Government of India** renamed the Imperial Library as the **National Library of India**. It became the **country's apex library** and **repository of knowledge**.

Key Features of the National Library:

- Located in **Belvedere Estate, Kolkata**.
- Functions as **India's largest library**.
- Acts as a **deposit library** under the **Delivery of Books and Newspapers (Public Libraries) Act, 1954**.
- Publishes **Indian National Bibliography (INB)** via **Central Reference Library, Kolkata**.
- Provides **reference, bibliographic, and archival services** to scholars nationwide.

2.7.2 Delhi Public Library (DPL)

Aspect	Details
Established	1951, as a **UNESCO and Government of India project**.
Purpose	To promote **reading culture and public library movement** in post-independence India.
Functions	Acts as a **model public library system**, providing free library and extension services.
Significance	Its establishment marked the **Union Government's direct involvement** in the public library movement.

2.8 Delivery of Books and Newspapers (Public Libraries) Act, 1954

Provision	Explanation
Objective	To ensure preservation of all printed works published in India.
Requirement	Every publisher must deposit one copy of each publication with four designated libraries.
Deposit Libraries	1. **National Library, Kolkata** 2. **Asiatic Society Central Library, Mumbai** 3. **Connemara Public Library, Chennai** 4. **Delhi Public Library, Delhi**
Output	Collection of books from across India enables compilation of the **Indian National Bibliography (INB)**.

2.9 Library Legislation in India

Definition:

Library legislation is a **legal framework** enacted by state governments to **establish, maintain, and develop a network of public libraries** accessible to all citizens.

Need for Legislation:

- To make libraries **free, organized, and financially stable**.
- To ensure **state responsibility** and **uniform library development**.
- To fulfill UNESCO's call for libraries established **"under a clear mandate of law."**

UNESCO and IFLA Guidelines

Manifesto / Year	Key Principle
UNESCO Public Library Manifesto, 1972	Public libraries must be established under **clear legal authority**.
IFLA/UNESCO Manifesto, 1994	Public libraries should be **free of charge**, supported by **national and local governments**, and be part of a **long-term strategy for literacy, culture, and education**.

Constitutional Basis in India

Legal Provision	Description
Article 246, Seventh Schedule (List II, Item 12)	Libraries fall under the **State List**, meaning library legislation is the **responsibility of state governments**.
Indian Constitution (Seventh Amendment) Act, 1956, Section 27	Covers "Libraries, museums, and similar institutions controlled or financed by the State; ancient and historical monuments and records other than those of national importance."
Implication	Each **state government** is responsible for **establishing and maintaining public libraries** through legislation.

2.10 States with Public Library Acts (Legislation Passed)

No.	State / Union Territory	Year of Act
1	Tamil Nadu	**1948**
2	Andhra Pradesh	**1960**
3	Karnataka	**1965**
4	Maharashtra	**1967**
5	West Bengal	**1979**
6	Manipur	**1988**
7	Haryana	**1989**
8	Kerala	**1989**
9	Goa	**1993**
10	Mizoram	**1993**
11	Odisha	**2001**
12	Gujarat	**2001**
13	Uttar Pradesh	**2005**
14	Uttarakhand	**2005**
15	Rajasthan	**2006**
16	Chhattisgarh	**2007**
17	Bihar	**2007**
18	Puducherry	**2007**
19	Arunachal Pradesh	**2009**

2.10.1 Significance of Library Legislation in India

Aspect	Importance
Uniform Development	Ensures systematic establishment of libraries across all regions.
Legal Framework	Makes libraries a part of the state's responsibility, ensuring continuity.
Financial Security	Provides for budget allocation and maintenance funding.
Community Access	Guarantees free and equal access to knowledge resources.
Cultural Growth	Promotes education, literacy, and democratic participation.
National Cooperation	Strengthens inter-library networks and resource sharing.

2.10.2 Core Essence

- The **National Library of India** symbolizes India's **intellectual heritage**.
- **Public library legislation** ensures that access to knowledge becomes a **fundamental right**, not a privilege.
- With growing digitization, these acts continue to guide **modern public library systems** in adapting to the digital era.

"A nation's progress depends not only on its industry but also on the free flow of knowledge — the library being its truest medium."

2.10.3 Model Public Library Acts in India

Model Public Libraries Act – Dr. S. R. Ranganathan (1930, revised 1957, 1972)

Origin:

- The **first Model Public Libraries Act** was drafted by **Dr. S. R. Ranganathan** in **1930**.
- Discussed at the **First All Asia Educational Conference**, Banaras (Dec 26–30, 1930).
- Introduced in **West Bengal (1931)** and **Madras (1933)** Legislatures but **not passed** due to financial provisions (library cess).
- Revised in **1957** and again in **1972** to modernize provisions.

Salient Features	Explanation
Public Libraries Network	Establishment of libraries at **city, rural, and district levels**.
State Library Authority	Headed by the **Minister of Education** as apex authority.
State Library Committee	Advisory body to the State Library Authority.
Local Library Authorities	One for each **city** and **district**, responsible for administration.
Financial Provision	Empowered to **levy library cess** (tax) and determine rates.
Library Rate	May vary based on region, determined periodically.

Essence:

Dr. Ranganathan's model emphasized **decentralization, autonomy, and public funding** for libraries — a blueprint for later legislation.

2.10.4 Model Public Libraries Bill – Ministry of Education (1963)

Background:

- In **1957**, the Government of India's **Ministry of Education** formed an **Advisory Committee for Libraries**, chaired by **Shri K. P. Sinha**.
- This led to a new committee under **Dr. M. D. Sen**, which prepared the **Model Public Libraries Bill (1963)**.

Main Components	Explanation
State Library Authority	Apex advisory body on library development.
State Library Directorate	Responsible for directing and controlling library services.
District Library Committees	Set up in each district for local administration.
Library Employees	Treated as **government servants**.
Library Cess	Collection of **6 paisa per rupee** on house/property tax.

Essence:

This Bill aimed at **uniform development across states** through strong central supervision and state financial commitment.

2.10.5 Model Public Libraries Bill – Planning Commission (1965)

Origin:

- The **Planning Commission**, Government of India, established a **Working Group on Libraries (1964)** to plan for the **Fourth Five-Year Plan**.
- The group drafted a **Model Public Libraries Bill (1965)** with a budget of **₹309 million** for library development.
- Despite its comprehensive design, **no state adopted it**.

Key Features	Explanation
Purpose	Establish, maintain, and develop a **statewide integrated library service**.
Committee of Experts	To define and prescribe **standards of service**.
State Library Council	Advisory body to promote and monitor library development.
State Library Directorate	To control, direct, and supervise all public libraries.
Library Structure	Envisioned **State Central, Regional, and District Libraries**.
Library Staff	Treated as **state government employees**.
Finance	Entire system maintained by **state government funds**.

Essence:

The 1965 Bill represented a **systematic, hierarchical model**, envisioning an integrated library network — but failed politically due to cost implications.

2.10.6 Model Public Libraries Bill – Indian Library Association (ILA) (1991, revised 1995 & 2000)

Background:

- The **Indian Library Association (ILA)**, founded in **1933**, has been deeply involved in promoting library legislation.
- After reviewing state experiences and previous bills, ILA prepared a **Model Public Libraries Bill** in **1991**, revised in **1995** and **2000** (to incorporate Information Technology).
- Drafted by **Dr. Velaga Venkatappaiah**, Chairman of the Central Sectional Committee on Public Libraries.

Important Components	Explanation
State Library & Information Service	Established under a **State Policy** framework.
State Library Authority	Apex policymaking and executive body, headed by **Minister of Libraries**.
Directorate of Public Libraries	Supervises and controls library activities across the state.
City & District Library Authorities	Administer library services from district to village level.
Public Library & Information Network	Statewide hierarchical network connecting all libraries.
Library Cess	Levied on **property, entertainment, professional, and vehicle taxes**.
State Boards	For **education, book production, and coordination**.
Accountability	Mandates **public auditing** of expenditure and services.

Revisions:

- **1995 Version:** Incorporated the term *Information Service*.
- **2000 Revision:** Integrated **ICT and digital library services**.

Essence:

The ILA's model modernized Ranganathan's vision — integrating **information technology**, **accountability**, and **multi-tier governance** for the digital age.

2.10.7 Model Union Library Act – Dr. S. R. Ranganathan (1950, revised 1959 & 1972)

Context:

- After independence, the **Government of India (1948)** appointed a committee to explore establishing a **National Central Library in New Delhi**.

- **Dr. S. R. Ranganathan** prepared a **Library Development Plan (1950)** and drafted a **Union Public Library Act**, revised in **1959** and **1972**.
- However, since **libraries fall under the State List** (Article 246, List II, Entry 12), this Act could not be implemented nationally without a **constitutional amendment**.

Main Features	Explanation
National Library Authority	Apex national governing body for all public library systems.
National Central Libraries	Proposed establishment of a **National Central Library at New Delhi**.
National Library Committee	Advisory body assisting the National Library Authority.
National Library Fund	To finance national library services and infrastructure.
Delivery of Books & Newspapers Act (Amendment)	Proposed amendments to strengthen deposit and preservation obligations.

Essence:

The Union Library Act envisioned a **centralized national network**, but constitutional limits prevented its implementation — reaffirming the **state's exclusive responsibility** for library legislation.

2.10.8 Comparative Overview of Model Acts

Model Act	Year(s)	Prepared By / Body	Key Focus
Ranganathan Model Act	1930, 1957, 1972	Dr. S. R. Ranganathan	Foundation model; state & local library authorities; library cess.
Ministry of Education Model Bill	1963	Dr. M. D. Sen Committee	State-level control; government-funded; library staff as civil servants.
Planning Commission Model Bill	1965	Working Group on Libraries	Integrated state network; financial plan; strong government role.
ILA Model Bill	1991, 1995, 2000	Indian Library Association (Dr. V. Venkatappaiah)	Information-age reforms; IT integration; accountability.
Union Library Act	1950, 1959, 1972	Dr. S. R. Ranganathan	National central library proposal; constitutional limitations.

Core Essence

- The **Model Public Library Acts** provided **templates** for states to frame their own **library laws**.
- Dr. Ranganathan's early efforts inspired **library legislation across India**, ensuring libraries became **publicly supported, organized, and accessible institutions**.
- Later models progressively addressed **technology, accountability, and modern information needs**.

The evolution of these model acts mirrors India's intellectual growth — from access to information, to management of knowledge, to empowerment through technology.

2.10.9 Raja Rammohun Roy Library Foundation (RRRLF)

Aspect	Details
Founded	**May 22, 1972**
Location	**Calcutta (Kolkata)**
Founded by	**Government of India, Ministry of Education and Social Welfare**
Occasion	Bicentenary celebration of **Raja Rammohun Roy's birth (1772–1833)**

Nature	**Autonomous organization**, registered under **West Bengal Societies Registration Act, 1961**
Primary Focus	**Library development in India**, especially **rural public library services**

Objectives of RRRLF

Objective	Explanation
Promotion of Library Movement	Encourage establishment and modernization of public libraries throughout India.
National Library Policy	Advocate adoption of a **national and state-level policy** for library development.
National Library System	Integrate services of **national, state, district, and local libraries** through **inter-library cooperation**.
Library Legislation	Promote the **enactment of public library laws** across all Indian states.
Financial & Technical Assistance	Provide **matching grants** and **technical help** for building, equipment, and book procurement.
Support to Library Associations	Fund and guide **library associations** and **voluntary organizations** for promoting library services.
Research & Publications	Publish **reports and studies** on library development and innovation.
Clearing House Function	Serve as a **national information and idea exchange center** for library activities.
Advisory Role	Advise the **Government of India** on matters of library policy and development.
Research Promotion	Encourage **research in library management, service design, and rural information access**.

Current Programmes of Assistance

Programme Area	Examples / Purpose
Collection Building	Assistance for purchase of books, periodicals, and digital resources.
Rural Libraries & Mobile Services	Support for **village libraries** and **mobile library vans**.
Seminars & Training	Funding of **workshops, conferences, exhibitions, and librarian training programmes**.
Facilities & Equipment	Grants for **furniture, display racks, storage materials**, etc.
Public Library Buildings	Financial aid for **construction and expansion** of library buildings.
Audio-Visual Equipment	Provision of **TVs, VCRs, projectors** for educational purposes.
Support to Voluntary Organizations	Funding to **NGOs** and **trusts** offering public library services.
Children's Library Support	Assistance for **children's sections** and separate **children's libraries**.

Role and Importance of RRRLF

- **First government-sponsored body** exclusively for **library development in India**.
- Acts as a **link between Central and State Governments** in developing a **national public library network**.
- Serves as the **nodal agency** for implementing **library assistance programmes**.
- Promoted the **National Policy on Library and Information Systems (NAPLIS)**.
- Continues to guide **library modernization, automation, and rural outreach** initiatives.

2.10.10 National Policy on Library and Information System (NAPLIS)

Definition and Concept

According to **P. B. Mangla (2001)**:

"A National Policy on Library and Information System provides a framework for properly planned and coordinated development of library and information infrastructure in a country, leading to enhanced and user-oriented services."

Essentially, NAPLIS seeks to create a **unified and efficient national library and information network** through coordinated planning, legislation, and funding.

Background and Evolution

Period / Event	Development
1950s	Dr. S. R. Ranganathan and Indian library professionals emphasized the need for a national library policy.
1958	Library Advisory Committee Report recommended formulation of such policy.
1979 (IASLIC Conference, Roorkee)	Discussion on NAPLIS concept revived.
1981	RRRLF took the lead to draft a National Policy.
1984	RRRLF submitted the **Draft National Policy on Library and Information Systems** to the Government of India.
1985	Indian Library Association (ILA) also submitted a **draft policy statement**.
Oct 1985	Government of India, Department of Culture, constituted a **Committee chaired by Prof. D. P. Chattopadhyaya** to prepare the official policy.
May 1986	Committee submitted the **Final Report on NAPLIS**.

Components of the NAPLIS (1986 Report)

Component	Focus Area
Public Library System	Strengthening free, accessible libraries across all levels.
Academic Library System	Integration of school, college, and university libraries.
Special Libraries & Information Systems	Support for research and industrial libraries.
National Library System & Bibliographical Services	Coordination between national and state libraries.
Manpower Development & Professional Status	Training, education, and status improvement for librarians.
Modernization of Library and Information Systems	Computerization, networking, and digital access.

Key Recommendations for the Public Library System

1. **Free and Systematic Public Libraries:**
    - The government must establish and strengthen **free public libraries** nationwide.
    - The focus should be on **rural and community libraries**.
2. **Rural and Community Libraries:**
    - Each **village or cluster** should have a **community library-cum-information center**.

- Coordinate with **adult education**, **public health**, and **local governance** programs.

3. **Integration with Schools:**
   - Link **village/community libraries** with **primary schools** to support children's education.
4. **Adult Education and Literacy:**
   - Use **audio-visual materials** and other aids to reach illiterate adults.
5. **District Library as Apex:**
   - Serve as the **central hub** for coordinating public libraries within each district.
   - Offer **special services** for hospitals, prisons, handicapped, and homebound readers.
6. **Libraries for Special Groups:**
   - Establish **tribal and minority community libraries** to preserve cultural identity.
7. **Children's Libraries:**
   - Mandatory **children's sections** and **standalone children's libraries** with attractive materials.
8. **Resource Sharing:**
   - Promote **networking** among libraries for interlibrary lending and cooperative use.
9. **Distance Education Support:**
   - Equip libraries as **study centers** for open and distance learning students.
10. **State and National Network:**
    - Create a **state-wide library network**, extending from village to national level.
11. **Uniform Library Procedures:**
    - State Central Libraries to set **standards for cataloguing, services, and networking**.
12. **Library Legislation:**
    - Each state should enact a **Public Library Act** for systematic growth.
13. **Financial Provisions:**
    - Funding through **state revenues or local taxes**, with **central assistance**.
14. **Strengthening RRRLF:**
    - Recognize RRRLF as the **national coordinating agency** for public library development.

Significance of NAPLIS

Aspect	Significance
National Framework	Provides a unified vision for all types of libraries.
Equity in Access	Focuses on extending services to rural and underprivileged groups.
Coordination	Promotes collaboration among various library types and levels.
Professionalization	Recognizes the need for qualified and trained manpower.
Modernization	Encourages computerization and networking for improved efficiency.
Policy Influence	Though never officially adopted, serves as a **guiding model** for state policies and the 21st-century National Mission on Libraries (NML).

Core

- The **RRRLF** is India's **pioneering national agency** for public library development.
- It led the initiative that produced the **first comprehensive National Policy on Library and Information Systems (NAPLIS)**.

- NAPLIS emphasized a **free, equitable, and technologically integrated library network** across India.
- Together, these efforts shaped the **modern structure of public library services** and **influenced subsequent government initiatives**, including the **National Mission on Libraries (2014–present)**.

"The RRRLF and NAPLIS together represent India's vision of a literate, informed, and inclusive society—where every citizen, rural or urban, finds access to knowledge as a right, not a privilege."

2.11 RESOURCE SHARING & NETWORKING

The Indian Scenario — summary

- **Resource sharing** in India has been **patchy**: more developed in **scientific/academic** libraries than in public libraries.
- Important Indian cooperative efforts are **union catalogues** and **document supply arrangements** that enable libraries to locate and obtain materials for users.

Key Indian initiatives / mechanisms

1. **NUCSSI (INSDOC)** — *National Union Catalogue of Scientific Serials in India*: union list of serial holdings (~850 libraries) used to locate serials and arrange loans/photocopies.
2. **INFLIBNET Union Database of Serials** — union listing of serial subscriptions (example: ~4,000 titles across participating university libraries).
3. **NASSDOC Union Catalogue** — serials in Social Sciences (machine-readable).
4. **MYLNET / local union catalogues** — city/regional union lists (e.g., Mysore S&T serials).
5. **Consortium-style document delivery** — individual libraries locate/copy/send items by mail or interlibrary loan.
6. **Ad hoc staff-mediated retrievals** — staff visit holding libraries to photocopy or borrow items when networked delivery not available.

The International Scenario — summary

- Internationally, resource sharing is **highly developed** via large cooperative networks and national document-supply centres.

Organisation	Role / Services
OCLC (Online Computer Library Center)	Global cooperative (started 1967) offering shared cataloguing, union catalog, ILL, serials control, acquisition services. Over 10,000 libraries participate worldwide.
BLDSC (British Library Document Supply Centre)	National document-supply hub in UK, with back-up libraries — supplies journals, reports, theses nationally and internationally.

Six notable international features

1. **Centralised union catalogues** (bibliographic records shared globally).
2. **Online interlibrary loan (ILL)** workflows and request routing.
3. **Centralised document supply centres** (fast photocopy/delivery).
4. **Shared cataloguing and MARC standards** (machine-readable records).

5. **Serials control & national databases** to manage subscriptions and holdings.
6. **Cross-border lending agreements** and commercial delivery partnerships.

2.12 PUBLIC LIBRARY NETWORKING

What is a Library / Information Network?

- **Plain definition:** Two or more libraries engaged in systematic exchange of information/materials for shared functional purposes.
- **Technical twist:** A library network is a **computer- and telecom-based** system that links library databases, catalogues and services (e.g., DELNET, INFLIBNET, CALIBNET).

Need & Objectives of Public Library Networking

Main objectives

a) Strengthen **bibliographic control** and create shared bibliographic databases.

b) Encourage **non-bibliographic databases** (local studies, community data).

c) Build the **technical & organisational capacity** for data exchange.

d) Develop a **national information infrastructure** for equitable access.

Why networks are needed (concise)

- Verify availability of documents quickly.
- Efficiently arrange delivery/document supply.
- Motivate and empower **smaller libraries** to participate and improve services.
- Rationalize and optimize resources (less duplication).
- Improve human resources via shared training and cooperation.
- Support socio-economic development through wider information access.

Advantages of Public Library Networking

1. **More services for same cost** — pooled resources extend service scope.
2. **Cost control** — shared purchases and joint subscriptions reduce per-institution cost.
3. **Operational efficiency** — cooperative collection development lowers duplication and workload.
4. **Improved information quality** — standardization and shared databases raise service standards.
5. **Faster document delivery** — coordinated ILL and delivery channels speed access.
6. **Capacity building** — shared training, standard procedures, and technical support.

Network-Based Services (list + six examples)

Categories of services provided over networks:

1. **Catalog services** — shared cataloguing, union catalogues, WebOPACs, retrospective conversion.
   Examples: DELNET union catalogue; shared cataloguing entries; WebOPAC of a state network.
2. **Database services** — reference & referral, centralized subject databases.
   Examples: Centralized local-history database; state-level bibliographic DB.
3. **Bibliographic services** — SDI (Selective Dissemination of Information), CAS (Current Awareness).
   Examples: Weekly SDI alerts to researchers; CAS feeds for new journal articles.

4. **Document supply & ILL** — interlibrary loan requests, document delivery, photocopy/e-delivery.
   Examples: Online ILL form routed to holding library; scanned article emailed to requester.
5. **Cooperative collection development** — group purchasing, complementary acquisition.
   Examples: Consortium purchase of e-journal package; division of subject strengths across libraries.
6. **Communication services & collaborative tools** — email lists, bulletin boards, file transfer, conferencing, video conferencing.
   Examples: Librarian discussion list; shared training webinars; online file repositories for teaching aids.

Practical components needed for an effective network

- **Standards:** MARC, AACR2/RDA, ISBN/ISSN, authority control.
- **Infrastructure:** Reliable telecoms, servers, OPACs, document-delivery systems.
- **Policies:** ILL rules, turnaround times, cost-sharing, copyright compliance.
- **Human resources:** Trained staff for cataloguing, ILL, digital services.
- **Governance:** A coordinating body (state/consortium) and funding model.

2.13 LIBRARY NETWORKS IN INDIA AND ABROAD

Background and Concept

- **Library networks** are cooperative systems linking libraries to **share resources, expertise, and information** using **computer and communication technologies**.
- In India, the **foundation for library networking** was laid during the **mid-1980s**, when the Government established several **national data networks**.
- These networks created the **technical backbone** for modern library networks and digital information sharing.

Data / Computer Network	Year & Purpose
NICNET	National Informatics Centre Network; links government departments via **INSAT-1B satellite**.
ERNET	Education and Research Network; connects **academic & research institutions** (email, file transfer, database access).
INDONET	Commercial network of **CMC Ltd.**, providing computing & software access.
SIRNET	Scientific & Industrial Research Network; connects **CSIR laboratories & R&D institutions**.
VIKRAM	Public data network with remote access through **leased/dial-up lines**.

Essence:

These early networks built the **national digital communication framework** that made **library and information networking** possible.

Public Library Networks in India

- Public libraries in India are still **in the early stages** of automation and networking.
- According to surveys:
  - Only **8%** of public libraries are computerized.
  - **28%** plan to automate.

- **64%** have **no immediate plans**, though all recognize the importance.

2.13.1 Delhi Public Library (DPL)

Aspect	Details
Established	**1951** (UNESCO and Government of India project).
Network Structure	Central Library, Zonal Libraries, Branch Libraries, Community Libraries, Sub-branches, Reading Rooms, and Mobile Services.
Automation Status	Computers installed at Central and Zonal Libraries; cataloguing and periodical databases created.
Networking	Still **at an early stage**; potential for linking community branches in future.

Examples of DPL's progress:

1. Computerized catalogue of holdings.
2. Databases of periodical subscriptions.
3. Plans for integrated library management system.
4. Public access terminals in main branches.
5. Mobile library services extended to rural areas.
6. Digitization projects for heritage collections.

2.13.2 DELNET (Developing Library Network)

Aspect	Details
Origin	Established as **Delhi Library Network** in **1988**; renamed DELNET later.
Promoters	**National Informatics Centre (NIC)** and **India International Centre (IIC), New Delhi**.
Nature	Not limited to public libraries — includes academic, research, and special libraries.
Main Objective	Promote **resource sharing** through networking, data creation, and document delivery.

Functions and Services

- Compiles **Union Catalogues** and **Union Lists** of member libraries' resources.
- Offers **email, inter-library loan, and reference services**.
- Coordinates **collection development** and avoids duplication.

Major Databases Created by DELNET	Coverage / Description
Union Catalogue of Books	Holdings from thousands of member libraries.
Union List of Current Periodicals	Updated list of active journal subscriptions.
Union Catalogue of Periodicals	Archive of serial holdings.
CD-ROM Database	Data on CD-ROM collections.
Database of Indian Specialists	Information on subject experts.
Database of Periodical Articles	Index of journal articles.
Urdu Manuscripts Database	Rare manuscripts information.
Database of Theses and Dissertations	Academic research repository.
DEVINSA Database	Social science and development information.
Sample Databases using GIST	Multilingual publication records.

Examples of DELNET services (6):

1. Online Union Catalogue search.
2. Inter-library loan and document delivery.
3. Email-based communication among libraries.

4. Database of theses for research scholars.
5. Urdu manuscript access for cultural research.
6. Current awareness updates for members.

2.13.3 Other Major Library Networks in India

India's library networking landscape expanded rapidly after DELNET.

Below are some **key networks** that connect academic and research libraries nationwide.

Network	Full Name / Location	Year	Primary Objective
CALIBNET	Calcutta Library Network	1993	Introduce modern automation and resource sharing among Kolkata libraries.
INFLIBNET	Information & Library Network (Gandhinagar)	1991	Connect university libraries; create union catalogues and digital repositories.
ADINET	Ahmedabad Library Network	1994	Promote cooperation among educational and R&D libraries in Gujarat.
MALIBNET	Madras Library Network	1993	Network of libraries in Tamil Nadu for document delivery and resource sharing.
BONET	Bombay Library Network	1994	Supports scientific and technical libraries in Mumbai.
MYLIBNET	Mysore Library Network	1995	Develops union catalogue for Mysore city libraries.

2.13.4 CALIBNET (Calcutta Library Network)

Aspect	Details
Established	**1993** — first operational library network in India.
Objective	Cost-effective information support for academic, research, and administrative communities.

1. Improve resource utilization and service levels.
2. Provide automation for acquisitions, cataloguing, and serials control.
3. Enable resource sharing through union catalogues, SDI, and CAS.
4. Offer inter-library loan and document transfer facilities. |

Examples of CALIBNET services (6):

1. Union catalogue of books and serials in Kolkata libraries.
2. Cooperative cataloguing and indexing.
3. Document delivery and photocopy services.
4. Online Current Awareness (CAS) and SDI bulletins.
5. Shared subject profile databases.
6. Staff training in automation and MARC standards.

2.13.5 Library Networks Abroad

Network / Country	Established	Description & Significance
OCLC (USA)	1967	World's largest bibliographic database (WorldCat); over 11,000 libraries worldwide share cataloguing and ILL.
RLIN (USA)	1974	Cooperative network of major research libraries; merged with OCLC later.
BLDSC (UK)	1962	British Library Document Supply Centre; international leader in document delivery.

AARLIN (Australia)	1999	Provides access to Australian academic library resources and digital content.
PICA / OCLC Europe (Netherlands)	1979	European network for cooperative cataloguing and metadata exchange.
IFLANET / IFLA Voucher Scheme (Global)	1990s	Supports interlibrary cooperation and payment for ILL across countries.

Common Features of International Networks (6):

1. Shared cataloguing and metadata standards (MARC, Dublin Core).
2. Centralized databases (WorldCat, British Library holdings).
3. Electronic document delivery (email/PDF transfer).
4. Cooperative acquisitions and serials control.
5. Global membership and online ILL management.
6. Integration of digital and print resources through web portals.

Significance of Library Networking

Aspect	Significance
National Integration	Connects libraries across India for shared access.
Cost Efficiency	Reduces duplication and promotes joint acquisitions.
Service Enhancement	Expands access to databases, journals, and books.
Technology Adoption	Encourages automation and digital service culture.
Professional Collaboration	Enables training, communication, and shared standards.
Global Connectivity	Integrates Indian libraries with international information systems.

2.14 MAJOR LIBRARY NETWORKS IN INDIA AND ABROAD

2.14.1 MALIBNET (Madras Library Network)

Aspect	Details
Full Form	Madras Library Network
Established	**1993** under the initiative of **INSDOC** (now NISCAIR).
Location	Chennai (Madras), Tamil Nadu
Membership	Open to **universities, colleges, R&D institutions, industries, and individuals** upon payment of membership fee.
Active Members	Around **50 libraries** in Chennai.
Objective	To promote **resource sharing** and database creation among libraries through advanced communication and IT links.

Services of MALIBNET

1. Access to list of **current serials** in 50 libraries.
2. Access to **complete journal holdings** of member libraries.
3. Access to **specialized databases** with article indexing and abstracts.
4. **Document delivery system** (within 48 hours for full-text requests).
5. Access to **international databases** via INSDOC.
6. Creation of **customized databases** on request.
7. **Library automation, training, and consultancy** in networking and computerization.

2.14.2 INFLIBNET (Information and Library Network)

Aspect	Details

Sponsoring Body	**University Grants Commission (UGC)**
Headquarters	**Gandhinagar, Gujarat**
Established	**1991** as a national-level academic library network
Purpose	To connect **university, college, and research libraries** across India for sharing bibliographic, full-text, and reference resources.

Organizational Structure

Level	Role / Function
National Centre	Coordinates all INFLIBNET activities and manages national databases.
Regional Centres (4)	Maintain regional union catalogues and provide training.
Sectoral Centres	Develop subject-specific bibliographic databases.
Local Nodes	University/college-level access points serving end users directly.

Major Objectives

1. Evolve a **national information network**.
2. Create and maintain **online union catalogues**.
3. Provide **access to national and international databases**.
4. Establish **resource-sharing centres** and repositories.
5. Encourage **shared cataloguing** and cooperative acquisition.
6. Support **computerization** of academic libraries.

INFLIBNET Services

- **Catalogue-based:** Online Union Catalogue, WebOPAC (IndCat).
- **Database-based:** Indian Theses (Shodhganga), e-journals, research databases.
- **Collection Development:** Cooperative acquisitions, e-ShodhSindhu consortium.
- **Communication-based:** Email, bulletin boards, video conferencing, online training.
- **Document Delivery:** Inter-library loans and e-document delivery.

Examples (6):

1. **IndCat:** Online union catalogue of Indian universities.
2. **Shodhganga:** Digital repository of theses and dissertations.
3. **e-ShodhSindhu:** National e-resources consortium.
4. **Vidwan:** Expert database of Indian researchers.
5. **SOUL Software:** Library automation system for universities.
6. **IRINS / IR @ INFLIBNET:** Institutional repositories for research data.

2.14.3 BONET (Bombay Library Network)

Aspect	Details
Full Form	Bombay Library Network
Location	Mumbai, Maharashtra
Objective	Promote **cooperation and information sharing** among libraries in Mumbai.
Funding	Supported by **member contributions**, aiming for self-sufficiency.
Special Feature	Provides **training and consultancy** in library computerization and networking.

2.14.4 RECNET (Regional Engineering College Network)

Aspect	Details
Established	**1996**
Members	**17 Regional Engineering Colleges** (now NITs).
Objective	Facilitate **access to technical resources** and **union catalogue creation**.
Operation	Each member creates electronic bibliographic data merged **semi-annually** into a central union catalogue.
Response Time	Queries and document requests are handled **within 10 days**.

Examples (6):

1. Shared union catalogue of engineering resources.
2. Cooperative data entry and merging every 6 months.
3. Standardization of bibliographic formats.
4. Training for technical librarians.
5. Rapid document supply among NITs.
6. Joint software licensing for library automation.

Other Indian Networks

Network	Location / Focus	Specialty
PUNENET	Pune	Academic and research institutions' cooperation.
NAGNET	Nagpur	Science and technical libraries.
HYLIBNET	Hyderabad	University and research library resource sharing.
MULIBNET	Mumbai University	Online access and document sharing.
MYLIBNET	Mysore	Union catalogue of scientific serials.

Examples (6):

1. Shared OPAC systems.
2. Local area library networks.
3. E-journal resource pooling.
4. Regional workshops for cataloguing standards.
5. Centralized document delivery systems.
6. Integration with INFLIBNET and DELNET.

2.14.5 Major Library Networks Abroad

Network / Country	Established	Key Features
Alliance Library System (ALS) – USA	1994	Partnership of ~300 libraries (academic, public, school, special); focuses on **cooperative programmes and resource sharing**.
Western Library Network (WLN) – USA	1972	Database with **5.5 million records** from 250 libraries; offers **shared cataloguing and automated requisitions**.
Research Libraries Information Network (RLIN) – USA	1978	Consortium of research libraries (RLG, Stanford); provides **cataloguing, classification, and ILL**.
UTLAS International – Canada	1970s	Serves 2,500 institutions in Canada/US; offers **online catalogues, acquisitions, serial control**.
BLAISE (British Library Automated Information Services) – UK	1977	Provides **bibliographic and reference databases** through BLAISE-LINK, BLAISE-LINE, and BLAISE-RECORDS.

OCLC (Online Computer Library Center) – USA	1967	Largest cooperative cataloguing and ILL system (WorldCat).

Examples (6):

1. **WorldCat (OCLC):** Global union catalogue.
2. **BLDSC:** Document supply and inter-library loans.
3. **RLIN:** Academic research cataloguing.
4. **BLAISE-LINK:** Biomedical databases (MEDLINE, TOXLINE).
5. **UTLAS:** Automated acquisitions and serial control.
6. **ALS:** Cooperative network of diverse libraries in Illinois.

Unit 4 : Laws relating to Libraries & Information

4.1 NEED FOR LIBRARY LEGISLATION

4.1.1 Concept and Importance

A **public library** is the **local information centre** of a community.

It ensures **free and equal access** to knowledge for all citizens — literate, semi-literate, or newly literate — and serves as a **gateway to national and global information**.

A **library legislation** is a **law enacted by the government** to establish, organize, and maintain a **uniform, permanent, and publicly funded library system**.

Aspect	Explanation
Definition	Legal provision ensuring the creation, funding, and governance of a library system at state/national level.
Purpose	To make public library services **universal, systematic, and financially stable**.
Philosophy	Based on the democratic ideal that **an informed citizenry is essential for freedom and progress**.
Analogy	Public Library is often called the **"People's University."**

4.1.2 Evolution in India

Public libraries in India initially grew through **voluntary efforts** and **local donations**, not through legal or governmental systems.

However, these early libraries **failed to sustain** because of inadequate finance, weak administration, and absence of legal protection.

Major Problems Before Legislation

Issue	Description
1. Financial Weakness	Libraries started on voluntary efforts and donations; funds were insufficient for services.
2. Unstable Support	Subscription-based or donation models lacked permanent income.
3. Poor Governance	No proper management structure or supervision.
4. Limited Services	Services restricted to members only; excluded the general public.
5. No Continuity	Libraries declined after initial enthusiasm of founders faded.
6. Lack of Growth	No provision for expansion, modernization, or long-term planning.

Example libraries facing these issues:

1. Early municipal libraries in Bombay and Calcutta (pre-independence).
2. Village subscription libraries in Tamil Nadu (1930s).
3. Societal reading rooms in Bengal.
4. Library associations managing short-term libraries.
5. Private collection-based libraries in princely states.
6. Club libraries without legal or financial base.

4.1.3 The Need for Legislation

Modern library services require **systematic organization, standardization, and funding** — which only **legislation** can provide.

A **Public Library Act** ensures that the library system operates as a **state responsibility** and remains sustainable through **public funds and law**.

Main Reasons for Library Legislation

Reason	Explanation
1. Administrative Framework	Establishes proper administrative and supervisory bodies with defined executive powers.
2. Organized System	Creates a well-structured library network — from **State → District → Village** level.
3. Financial Stability	Provides **permanent, statutory sources of income** through government budget or **library cess** (tax).
4. Service Standards	Ensures uniform standards of library service and trained staff across the state.
5. Accountability	Libraries are legally obliged to meet objectives and remain answerable to the public.

4.1.4 International Perspective

The importance of legal support for public libraries is recognized globally.

Organization / Statement	Key Point
UNESCO Public Library Manifesto (1994)	"Public Library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by government."
IFLA (International Federation of Library Associations)	Emphasizes legislation for universal and equitable access to information.
UK Public Libraries Act (1850)	First law in the world making libraries a municipal responsibility.
US Library Services Act (1956)	Provided federal funding for public libraries.
Japanese Library Law (1950)	Established national and local coordination of library services.
Nordic Countries	All have strong state-supported library acts ensuring free access.

Examples (6):

1. UNESCO's 1994 Manifesto on free and equitable access.
2. UK Public Libraries and Museums Act (1964).
3. Japan's Library Law emphasizing public education.
4. Finland's Public Libraries Act ensuring literacy support.
5. USA's state-funded library network under the LSCA.
6. South Korea's Library Act focusing on rural outreach.

4.1.5 Role of Legislation in Modern Library Development

Function	Impact
Legal Recognition	Gives libraries the status of public institutions under law.
Financial Provision	Establishes stable income through government grants and local cess.
Professional Standards	Encourages qualified librarianship and standardized services.
Equal Access	Guarantees free library use for all citizens.
Integration	Facilitates cooperation between national, state, district, and rural libraries.
Sustainability	Protects libraries from closure due to private or voluntary withdrawal.

Examples (6):

1. Tamil Nadu Public Libraries Act, 1948 (first in India).
2. Andhra Pradesh Act, 1960 — district-level network model.
3. Karnataka Act, 1965 — State Library Authority creation.

4. Maharashtra Act, 1967 — library cess collection system.
5. West Bengal Act, 1979 — library directorate structure.
6. Kerala Act, 1989 — community participation and modernization.

4.1.6 Financial Dimension

- **Legislation** introduces a **Library Cess** (a small tax on property or local revenues) to ensure continuous income.
- Without it, libraries depend on **temporary grants or donations**.
- With legislation, libraries receive **budgeted, recurring income**, allowing expansion, automation, and modernization.

Comparison Table:

Without Legislation	**With Legislation**
Voluntary funding	State-funded & legally mandated
Irregular income	Steady and recurring funds
No standardization	Standard library structure and service levels
No supervision	Established State Library Authority
Local interest-based	Inclusive and state-wide coverage

4.2 COMPONENTS OF LIBRARY LEGISLATION

4.2.1 Introduction

A **Public Library Act** provides the **legal framework** for establishing and maintaining an efficient, free, and publicly funded library system.

The Act's components define the **administrative structure**, **financial provisions**, **services**, and **regulations** that ensure its practical functioning.

Dr. **S. R. Ranganathan**, the father of Indian library science, emphasized that a sound library system must rest on **law**, not goodwill alone.

4.2.2 Essential Components of Library Legislation

Component	**Purpose / Explanation**	**Example or Application**
1. Preamble	States the **objectives and scope** of the Act — ensuring clarity about its purpose.	Example: Tamil Nadu Public Libraries Act (1948) preamble defines "free and universal access."
2. State-Level Authority	Establishes a **State Library Authority (SLA)**—usually headed by the **Minister-in-charge of Libraries**—to supervise and implement the Act.	SLA oversees policy, administration, and coordination across all libraries in the state.
3. Chief Executive (Director of Public Libraries)	Designates a **professional librarian** as Director to manage the system under SLA guidance.	The Director ensures quality control, staff supervision, and technical modernization.
4. Network of Libraries	Creates a **pyramidal structure** — from **village → tehsil → district → state level** libraries.	Example: Andhra Pradesh Act (1960) provides for village, district, and state libraries.

5. Financial Clauses	Specifies **funding sources**—government budget, **library cess**, grants, and donations—to ensure financial stability.	Library cess levied on property tax or local revenues, e.g., Karnataka Act (1965).
6. Manpower	Establishes a **State Library Service Cadre** under Article 309 of the Constitution, making librarians **government servants**.	Ensures recruitment, training, and promotion under uniform state service rules.
7. Accountability	Mandates **public inspection**, **annual reports**, and **audits** of library accounts and performance.	State audit departments oversee library expenditure and transparency.
8. Registration of Books	Provides for **registration and legal deposit** of all books, newspapers, and periodicals published in the state.	Strengthens bibliographic control and supports creation of a state bibliography.
9. Rules and Regulations	Authorizes the State Library Authority to frame **rules** for administration, service conditions, and library management.	Rules cover staff duties, working hours, loans, and usage procedures.

4.2.3 Financial Clause and Library Cess

- **Library cess**: a **small local tax** collected along with property or professional taxes to fund public libraries.
- Advocated by **Dr. S. R. Ranganathan** and included in all his model acts.
- **K. P. Sinha Committee (1957)** confirmed that **library cess provides the only stable base** for sustainable finance.

Sources of Library Finance:

1. State and local government grants.
2. Library cess on property tax or professional tax.
3. Donations and subscriptions.
4. Assistance from **Raja Rammohun Roy Library Foundation (RRRLF)**.
5. Endowments, fines, or service charges.

Example:

Under the **Maharashtra Public Libraries Act (1967)**, a small cess on property tax ensures a steady flow of library revenue.

4.2.4 Manpower Provision

- Establishment of a **State Library Service Cadre** ensures professionalism, career progression, and uniform pay scales.
- All librarians under the Act become **public servants** with service conditions governed by Article 309 of the Indian Constitution.

Examples (6):

1. Director of Public Libraries (state head).
2. Deputy Directors for zones or regions.
3. District Library Officers.
4. Librarians and Assistant Librarians.
5. Library Inspectors for supervision.

6. Support staff: cataloguers, clerks, library assistants.

4.2.5 Accountability Mechanisms

Method	Purpose
Annual Reports	To evaluate performance and progress.
Public Access to Records	Promotes transparency.
Financial Audits	Ensures proper utilization of funds.
Performance Evaluation	Maintains service quality and standards.

Example:

State Library Authorities must submit annual financial statements to the State Legislature.

4.2.6 Registration of Books and Periodicals

- Ensures that all **printed materials published in the state** are legally registered and deposited in designated libraries.
- Aids **bibliographic control**, **cultural preservation**, and **research access**.

Examples (6):

1. Deposit copies under **Delivery of Books and Newspapers Act (1954)**.
2. State registration of periodicals.
3. Collection of local language publications.
4. Preservation of government reports.
5. Maintenance of state bibliography.
6. Digital archives for future generations.

4.2.7 Rule-Making Power

- The **State Library Authority** is empowered to make rules for:
    - Library management and services.
    - Staff conduct and recruitment.
    - Financial management and audit.
    - Membership, borrowing, and user services.
    - Cooperation between public and academic libraries.

Example:

Kerala Public Libraries Act (1989) authorizes detailed service rules for library staff and member conduct.

4.2.8 Integration with Ranganathan's Five Laws

The **Model Library Act** embodies Dr. S. R. Ranganathan's **Five Laws of Library Science**, ensuring both efficiency and user orientation.

Ranganathan's Law	Reflection in Legislation
1. Books are for use	Free public access mandated by law.
2. Every reader his/her book	Universal service at all levels (village to state).
3. Every book its reader	Cataloguing, circulation, and outreach ensured.
4. Save the time of the reader	Professional staffing, classification, automation.
5. Library is a growing organism	Continuous funding, expansion, and modernization provided for.

Examples (6):

1. Free membership to all citizens.
2. Public funding through library cess.
3. State-wide networking of libraries.
4. Cataloguing rules for quick access.
5. Library automation initiatives.
6. Periodic revision of acts to include digital libraries.

5.5 MODEL ACTS / BILLS

5.5.0 Overview

Over the last **68 years**, **six Model Public Library Acts** (or Bills) have been drafted in India to guide states in establishing strong and uniform library systems.

S. No.	Title of the Act / Bill	Author / Agency	Year	Level
1	**Union Library Bill**	Dr. S. R. Ranganathan	1951	National
2	**Model Library Act**	Dr. S. R. Ranganathan	1930–1972 (revised)	State
3	**Model Public Libraries Bill**	Ministry of Education, GOI	1963	State
4	**Model Public Libraries Bill**	Planning Commission, GOI	1965	State
5	**Model Public Library and Information Services Act**	Dr. V. Venkatappaiah (ILA)	1989 (rev. 1995, 2005)	State
6	**Indian Public Library Legislation: A Model for 21st Century**	Dr. S. R. Ijari	2008	State

5.5.1 Model Union Library Act (1951)

Aspect	Details
Author	Dr. S. R. Ranganathan
Year	1951
Purpose	To propose a **National Library System** for India and to draft a **Union-level Library Bill**.
Context	Drafted as part of the "Library Development Plan – 30-Year Programme for India."
Main Features	1. Establishment of a **National Library Authority**. 2. Creation of **National Central Libraries** (National Copyright Library). 3. Formation of a **National Library Committee** for advice and policy. 4. Creation of a **National Library Fund**. 5. Proposal to amend the **Delivery of Books and Newspapers Act (1954)**.
Outcome	The Bill was **not passed**, as **libraries remained under the State List** of the Constitution.
Significance	First attempt to envision an **integrated national library system** in India.

Examples (6):

1. National Library Authority proposal.
2. National Library Fund concept.
3. Union-level coordination for copyright deposit.
4. Advisory Committee structure.
5. Integration with Delivery of Books Act.
6. Vision of National Central Library at New Delhi.

5.5.2 Model Act of Dr. S. R. Ranganathan (1930–1972)

Aspect	Details
Origin	First presented at **All Asia Educational Conference, Banaras (1930)**.
Revised	Multiple times until 1972.
Objective	To establish a **state-wide public library system** with a clear financial and administrative base.
Main Features	1. Establishment of libraries in **cities, rural, and other areas**. 2. **Minister of Education** to act as the **State Library Authority (SLA)**. 3. Creation of a **State Library Committee** for advice. 4. Establishment of **Local Library Authorities (LLAs)** in every district and city. 5. Authority to **levy library rate/cess** for stable finance.
Outcome	Introduced in **West Bengal (1931)** and **Madras (1933)** legislatures but **not enacted** due to compulsory financial clauses.
Significance	Served as the **foundation for all subsequent Public Library Acts** in India.

Examples (6):

1. State Library Authority structure.
2. Local Library Authorities at district and city levels.
3. Financial clause on library cess.
4. Advisory committee mechanism.
5. Equal access to all citizens.
6. Direct link with Ranganathan's Five Laws.

5.5.3 Model Bill of the Ministry of Education (1963)

Aspect	Details
Committee Chairperson	Dr. M. D. Sen
Agency	Ministry of Education, Government of India
Year	1963
Objective	To prepare a **standard Public Library Bill** for all states, based on the **Advisory Committee for Libraries (1957–58)** recommendations.
Main Features	1. **State Library Authority (SLA)** as apex advisory body. 2. Establishment of **State Library Directorate** for supervision. 3. **District Library Committees** for local administration. 4. **Employees treated as government servants**. 5. **Library cess** fixed at **6 paise per rupee** on house and property tax.
Outcome	Served as a **model for state adaptation**, though few states implemented it directly.
Significance	First **government-sponsored** model bill focusing on structure and staff welfare.

Examples (6):

1. Library cess rate of 6 paise per rupee.
2. Establishment of directorates.
3. Government servant status for staff.
4. District committee structure.
5. Apex advisory authority.
6. Integration with state planning bodies.

5.5.4 Model Bill of the Planning Commission (1965)

Aspect	Details

Agency	Planning Commission, Government of India
Year	1965
Origin	Drafted by the **Working Group on Libraries** for the Fourth Five-Year Plan.
Objective	To ensure **integrated library development** and improve existing library systems.
Main Features	1. Establishment of **State-wide public library system**. 2. **Committee of Experts** to set service standards. 3. **State Library Council** to advise government. 4. **State Library Directorate** for control and supervision. 5. Creation of **State Central, Regional, and District Libraries**. 6. **Employees as state government servants**. 7. **No provision for library cess**—funding through government budget.
Outcome	Not adopted by any state.
Significance	Emphasized **quality standards** and **state-funded systems** without additional taxation.

Examples (6):

1. Committee of Experts.
2. State Library Council.
3. Regional libraries for bilingual states.
4. Directorate for supervision.
5. Financial reliance on state grants.
6. Service integration across districts.

5.5.5 Model Library and Information Services Act (1989, 1995, 2005)

Aspect	Details
Author	Dr. V. Venkatappaiah
Sponsor	Indian Library Association (ILA)
Years	1989 (original), revised in **1995** and **2005**
Objective	To modernize the earlier models by integrating **information services** and **ICT developments**.
Context	Incorporated **UNESCO Public Library Manifesto (1994)**, **Panchayati Raj Acts (1992)**, and **Total Literacy Campaigns**.
Main Features	1. **State Library and Information Service** based on a **State Policy**. 2. **State Library Authority** chaired by the **Minister for Libraries**. 3. **Directorate of Public Libraries** for administration. 4. **City, District, and Village Library Authorities**. 5. State-wide **library and information network**. 6. **Library cess** on multiple taxes (house, vehicle, entertainment, professional). 7. **State Boards** for education, book production, and coordination. 8. **Accountability** for public funds and services.
Outcome	Adopted in spirit by states like **Kerala, Haryana, and Goa**.
Significance	First act to integrate **ICT, information services, and governance reforms**.

Examples (6):

1. Multi-tiered library network.
2. Multi-source library cess.
3. Accountability and audit rules.
4. Directorate of Public Libraries.
5. Education and book boards.
6. Policy integration with local governance.

5.5.6 Indian Public Library Legislation – A Model for 21st Century (2008)

Aspect	Details
Author	Dr. S. R. Ijari
Year	2008
Objective	To create a **comprehensive and modern legislative framework** for 21st-century library needs.
Main Features	1. **Department of Library and Information Services** at state level. 2. Multi-tiered **Public Library Authorities**: State, Regional, Metropolitan, City, District, Taluka, Town, and Gram. 3. Establishment of a **State Central Reference Library**. 4. Creation of **Library Training and Research Centres**. 5. Provision for **Library Cess** on land, building, entry of goods, entertainment, etc. 6. Mandatory **reports, returns, and inspections**.
Outcome	Proposed as a **visionary model** but not yet legislated.
Significance	First comprehensive model incorporating **training, research, and ICT-based governance**.

Examples (6):

1. Hierarchical authorities from state to village.
2. Training and Research Centres.
3. Comprehensive cess mechanism.
4. Mandatory performance reports.
5. Central Reference Library.
6. Integration of modern technology and accountability.

5.5.7 Impact of the Model Acts

Period	Development / Impact
Pre-Independence	Model Acts by Ranganathan laid intellectual foundations for state-level legislation.
Post-Independence	States like **Madras (1948)**, **Hyderabad (1955)**, **Andhra Pradesh (1960)**, **Karnataka (1963)**, **Maharashtra (1965)**, and **West Bengal (1979)** passed Acts inspired by Ranganathan's framework.
Later Years	ILA-sponsored and modern acts introduced ICT and decentralization, influencing Kerala, Haryana, Goa, and Bihar Acts.
Unsuccessful Models	Ministry of Education (1963) and Planning Commission (1965) Bills were not adopted.

Examples (6):

1. Madras Public Libraries Act, 1948 – first in India.
2. Karnataka Act, 1965 – strong administrative structure.
3. Maharashtra Act, 1967 – library cess model.
4. West Bengal Act, 1979 – directorate creation.
5. Kerala Act, 1989 – information-oriented revision.
6. Bihar Act, 2007 – adoption of ILA's suggestions.

Library legislation in India

Sl No	State	Act Year
1	Tamil Nadu	1948
2	Andhra Pradesh	1960

3	Karnataka	1965
4	Maharashtra	1967
5	West Bengal	1979
6	Manipur	1988
7	Haryana	1989
8	Kerala	1989
9	Mizoram	1993
10	Goa	1993
11	Gujarat	2001
12	Odisha	2001
13	Uttarakhand	2005
14	Rajasthan	2006
15	Uttar Pradesh	2006
16	Bihar	2008
17	Chhattisgarh	2008
18	Arunachal Pradesh	2009
19	Telangana	2015

5.6 THE DELIVERY OF BOOKS AND NEWSPAPERS (PUBLIC LIBRARIES) ACT, 1954

(No. 27 of 1954; amended 1956) — with Rules, 1955

5.6.1 Short Title & Extent

- Short title: **Delivery of Books and Newspapers (Public Libraries) Act, 1954**.
- Extent: **Whole of India**.

5.6.2 Purpose (Plain language)

- To **require every publisher in India** to deliver **free copies** of every book (and newspaper issue) they publish to the **National Library, Kolkata** and to **three other public libraries** notified by the Central Government — ensuring legal deposit, preservation and bibliographic control.

5.6.3 Key Definitions (selected)

- **Book**: every volume, part, pamphlet, sheet of music, map, chart, plan (excludes newspapers covered under Press & Registration Act).
- **Newspaper**: any printed periodical containing public news or comments, published conforming to Press & Registration Act.
- **Public libraries**: the **National Library, Kolkata** and **three other libraries** notified by the Central Government.

5.6.4 Main Obligations of Publishers (Section 3 & 3A)

Obligation	Detail
Books	Deliver **one copy** of every book to the **National Library** and **one copy each** to each of the three other notified public libraries **within 30 days** of publication (publisher bears cost).

Quality of copy to National Library	Copy to NL must be **best-quality** copy (all maps/illustrations), bound and on best paper.
Quality of copy to other libraries	Copies to other public libraries to be in the **condition** and paper used for the largest number of retail copies.
Newspapers (Section 3A)	Publisher must deliver **one copy of each issue** of each newspaper to the notified public libraries (as per Gazette notifications).
Exemption	Second/subsequent editions with **no changes** need not be delivered if earlier edition was already deposited.

5.6.5 Receipt, Stamp & Memorandum (Rules, 1955)

- **Receipt:** Librarian (or authorized person) must give the publisher a **written receipt** (Form annexed in Rules).
- **Date stamp:** Publisher must mark (stamp) the deposited copy with the **date of publication** and a note that delivery is made under the Act.
- **Memorandum:** Publisher must furnish bibliographic particulars (title page details, language, author, subject, printer, place of printing/publication, edition, number of copies, pages, size, price, copyright owner, etc.) to the librarian.

5.6.6 Mode & Procedure of Delivery (Rules)

- Delivery by **registered post** or **special messenger** to the librarian; librarian acknowledges by registered post (receipt is conclusive proof).
- If not delivered within 30 days, the empowered officer may issue notice and thereafter complain to court.

5.6.7 Penalties & Legal Procedure

- **Penalty:** Fine up to **Rs. 50** and, if contravention concerns a book, an additional fine **equivalent to the value of the book**. Courts may direct part/all of the fine as **compensation to the public library**.
- **Cognizance:** Courts take cognizance **only** on complaint by an officer authorized by Central Government.
- **Trial jurisdiction:** No court below Presidency Magistrate / First Class Magistrate may try offences under the Act.

5.6.8 Application to Government Publications

- The Act **applies to government-published books and newspapers** too, except **books meant only for official use**.

5.6.9 Rule-making Power

- Central Government may frame rules (the 1955 Rules implement sections on delivery, receipts, memoranda, prosecutions, stamps, and procedure).

5.6.10 Significance / Practical Impact

- Ensures **legal deposit** of Indian publications at key national repositories (bibliographic control & preservation).
- Supplies primary input for **national bibliographies** (e.g., Indian National Bibliography) and supports research, copyright evidence, and archival collections.
- Places legal duty on publishers — low cost to state, direct on publisher.

5.6.11 Limitations / Practical Issues (brief)

- Enforcement depends on **authorized officers** and publishers' compliance.
- Small publishers sometimes default; prosecution is a slow remedy.
- Only **four** deposit points (NL + 3) initially — may limit regional preservation unless supplemented by state legal deposit mechanisms.

5.6.12 Six Practical Examples / Scenarios

1. **New textbook published in Delhi** — publisher posts one best copy to National Library, and one copy each to the three notified public libraries within 30 days; librarian returns stamped receipt.
2. **Small press produces 2nd edition** with no changes — not required to deposit if first edition was already deposited.
3. **Weekly newspaper** printed in Mumbai — publisher mails one copy of every issue to each notified library as soon as published.
4. **Publisher fails to deliver** within 30 days — librarian issues notice; after further noncompliance, the authorized central officer files complaint in a magistrate court.
5. **Government report (not for internal use)** — treated as book and must be delivered under the Act; official-only manuals exempted.
6. **Publisher stamps deposited copy** with date and "delivered under Delivery of Books Act, 1954" — this satisfies the Rules' information requirement and prevents later disputes about publication date.

5.6.13 Quick Revision Table — Sections → Gist

Section / Rule	Gist
Section 1	Short title & extent (India).
Section 2	Definitions (book, newspaper, public libraries).
Section 3 / 3A	Mandatory delivery of books / newspapers to National Library + 3 public libraries within 30 days.
Section 4	Librarian must give receipt.
Section 5	Penalty (fine + value of book).
Section 6	Cognizance only on authorized complaint; court jurisdiction limits.
Section 7	Applies to Govt publications (except official-only).
Section 8	Central Government may make Rules (1955 Rules implement procedure).

4.3 NATURE OF INTELLECTUAL PROPERTY RIGHTS (IPR)

4.3.1 Core characteristics

- **Territoriality:** Most IPRs are **territorial** — granted and enforced by a particular state (laws differ country to country).
- **Monopoly right:** IPR gives the holder an exclusive **monopoly** to prevent others using the protected subject without consent.
- **State-granted:** Rights are **granted/recognized by the State** (statute or treaty).
- **Transferability:** IPRs can be **assigned, sold, gifted or licensed** like other property.
- **Renewal:** Except **copyright** and **trade secrets**, many IPRs (e.g., patents, some registrations) **require renewal/periodic maintenance**.
- **Geographical indications:** A special IPR to protect place-linked products (e.g., Darjeeling tea).

4.3.2 Quick comparison table (important)

IPR Type	Territorial?	Renewal Required?	Can be assigned/licensed?
Patents	Yes	Yes (term limited, maintenance fees)	Yes
Trademarks	Yes (but internationally via treaties)	Yes (renewable indefinitely)	Yes
Copyright	Global under Berne (automatic), registered per state	Generally no renewal (term fixed e.g., life+yrs)	Yes
Geographical Indication (GI)	Territorial/registry based	Usually renewal/periodic	Yes (controls use)
Industrial Designs	Territorial	Yes	Yes
Trade Secrets	Not territorial in the same sense (protected by contract/law)	No formal renewal (keeps as long as secret)	Yes (via assignment/licence)
Plant Variety Rights	Yes	Yes	Yes
Layouts of ICs	Yes	Yes	Yes

4.3.3 Six quick examples (to fix ideas)

1. A **patent** for a new drug — exclusive marketing rights for 20 years (territorial).
2. **Trademark** registration for "TATA" in India — renewable every 10 years.
3. **Copyright** in a book — protection flows to Berne Convention members automatically.
4. **Geographical indication**: "Darjeeling Tea" — protection linked to region.
5. **Trade secret**: Coca-Cola recipe — protected by secrecy rather than registration.
6. **Industrial design**: Textile pattern registered in a country — exclusive use locally.

4.4 OBJECTIVES OF INTELLECTUAL PROPERTY RIGHTS

4.4.1 Principal objectives

1. **Protect ownership & originality** of creators.
2. **Provide recognition** and moral/legal acknowledgment to creators.
3. **Enable financial returns** — owners can commercialize (sell/license) creations.

4. **Provide incentives** to invest in creation and innovation.
5. **Promote creativity** and contribute to economic growth.
6. **Grant limited monopoly** so creators can recoup investment and gain economic benefit.

4.4.2 Six examples illustrating objectives

1. **Patent royalties** fund further R&D in pharma companies.
2. **Copyright royalties** provide income to authors and performers.
3. **Trademark value** increases brand equity and consumer trust.
4. **GI protection** secures premium prices for traditional products (e.g., Basmati rice).
5. **Design registration** helps fashion houses prevent knockoffs.
6. **Licensing deals** turn university research into commercial startups.

4.5 IPR IN INDIA & THE TRIPS FRAMEWORK

4.5.1 TRIPS (WTO) — brief

- India is a **WTO member**; **TRIPS** (Trade-Related Aspects of Intellectual Property Rights) came into force **1 Jan 1995**.
- **TRIPS** sets **minimum international standards** for protection & enforcement of IPR across member countries to reduce trade distortions.

4.5.2 Areas covered by TRIPS (important table)

Area
Copyrights & related rights
Trademarks
Geographical indications
Industrial designs
Layout-designs (topographies) of integrated circuits
Protection of undisclosed information (trade secrets)
Patents
Plant varieties

4.5.3 Transition periods (India as a developing country)

- India had a transition period starting **1 Jan 1995** to implement TRIPS minimum standards.
- A **5-year transition** (to 1 Jan 2000) for general compliance, plus an **additional 5-year** window (to 1 Jan 2005) for **product patents** in areas previously unprotected (notably **pharmaceuticals & agrochemicals**).

4.5.4 Six examples of TRIPS impacts

1. **Patent protection** for medicines — led to legal/ policy debates and eventual amendments in India.
2. **Stronger copyright enforcement** for software and broadcasts.

3. **GI registrations** for products (tea, handicrafts) to protect exports.
4. **Trade secret frameworks** to protect confidential business info.
5. **New industrial design rules** harmonized with global practice.
6. **Plant variety protection** schemes introduced to balance breeder rights and farmers' rights.

4.6 COPYRIGHT IN INDIA

4.6.1 Legal framework

- **Indian Copyright Act, 1957** — primary law.
- Periodic **amendments** to keep pace with technology; recent decades saw major updates to address **satellite broadcasting, computer software, digital technology** and **performers' rights**.

4.6.2 International membership

- India is a party to the **Berne Convention** — which facilitates **automatic (global) copyright protection** among members.
- India is also party to **WIPO** agreements and conventions (e.g., Rome Convention, Geneva Convention for phonograms).

4.6.3 Notable developments

- Amendments in the 1990s aligned Indian law with **digital and broadcasting realities** and introduced **performers' rights** (as in the Rome Convention).
- Copyright covers **literary, dramatic, musical, artistic works**, **sound recordings**, **cinematograph films**, **broadcasts**, and related/neighboring rights.

4.6.4 Six concrete examples

1. An **author's book** — automatic copyright protection in India and other Berne countries.
2. **Software** — protected as literary work under copyright law.
3. **Phonogram producer's rights** — protection for music producers under international conventions.
4. **Broadcast rights** — TV/radio broadcasts protected against unauthorized retransmission.
5. **Performer's rights** — performers receive rights over recordings/performances.
6. **Moral rights** — authors' right to claim authorship and object to derogatory treatment of their work.

4.7 COPYRIGHTS (India)

4.7.1 Legal Framework & Scope

- Primary law: **Indian Copyright Act, 1957** (amended periodically).
- India is a party to the **Berne Convention** and active in **WIPO**.
- Copyright protects **expression**, not ideas — it covers the **form** in which ideas are fixed.

4.7.2 Works Protected

Category

Original literary, dramatic, musical and artistic works

Cinematograph films

Sound recordings

6 Examples of protected works

1. A novelist's original book.
2. A composer's musical score.
3. A painter's artwork.
4. A feature film (cinematograph).
5. A recorded music album (sound recording).
6. Computer software (treated as literary work).

4.7.3 Ownership & Registration

- **Author** is normally the **first owner** of copyright.
- **Registration is optional**: copyright exists on creation; registration is not mandatory to sue for infringement (but registration is admissible evidence).

4.8 INFRINGEMENT OF COPYRIGHT

4.8.1 What constitutes infringement

- **Unauthorized exploitation** of the exclusive rights of the copyright owner (reproduction, adaptation, public performance, broadcasting, communication to public, cinematographing, etc.).
- **No copyright in ideas** per se — protection is for the **expression** (form, arrangement, presentation).

4.8.2 Tests & Principles Courts Use

Test	Meaning
Idea–expression dichotomy	Only expression (not the underlying idea or theme) is protected.
Substantial similarity / materiality	Copy must be substantial and material — trivial resemblance is not enough.
Impression test	If a reasonable reader/viewer will get the unmistakable impression that the later work is a copy of the original.
Reproduction of mistakes test	If the same mistakes/deviations appear, that suggests copying.
Overall dissimilarity	If the later work treats the same theme differently and is materially dissimilar, no infringement.
Burden of proof	Lies on the plaintiff to prove copying/piracy by clear and cogent evidence.

4.8.3 Do intent and innocence matter?

- **Intention is immaterial**: infringement focuses on the **result**, not whether copying was deliberate.
- **Innocence is not a defense** — a defendant may still be liable even if unaware.

6 Examples of Infringement Scenarios

1. Reproducing chapters of a book on a website without permission.
2. Uploading a full movie to a public file-sharing site.
3. Producing a sound-alike recording of a copyrighted song and selling it.
4. Copying substantial portions of a software program into another product without license.
5. Using a photographer's images on a commercial brochure without license.
6. Streaming a TV show on a public website without broadcaster rights.

4.9 EXCEPTIONS / FAIR DEALING (Copyright Act)

4.9.1 Principle

- Certain uses are **excluded** from being infringement — broadly grouped as **fair dealing** and specific statutory exceptions for education, reporting, judicial use, etc.

Key Exceptions (high-value list)

- **Fair dealing** for private use, research, criticism, review.
- Reproduction for **reporting current events** (news articles, broadcasts).
- **Reproduction/recording of judicial proceedings** and certified copies.
- **Educational uses**: reproduction for instruction, examination papers (subject to conditions).
- **Performances** for **non-commercial, amateur, or religious** purposes under restrictions.
- **Libraries & archives**: limited copying for preservation/research (statutory safeguards apply).

6 Concrete exception examples

1. A student photocopying a short article for private study (fair dealing).
2. A newspaper reproducing a short excerpt for current-events reporting.
3. A university lecturer showing a film excerpt in class under educational exception.
4. An archival library making a preservation copy of a deteriorating book.
5. An amateur local choir performing a song to a non-paying audience.
6. Quoting a passage in a scholarly critique or book review.

4.10 ASSIGNMENT, LICENSING & ENFORCEMENT

4.10.1 Assignment & Licensing

- **Copyright owners** may **assign** (transfer) or **license** rights **partially or wholly**, for the whole term or a part of it; assignments/licenses should generally be **in writing**.
- Licensing allows commercial exploitation while the owner retains title.

6 Examples

1. Author assigns foreign publishing rights to a foreign publisher.
2. Musician licenses a song for use in an advertisement.
3. Software company grants a site license to a university.
4. Producer assigns film distribution rights regionally.
5. Photographer grants royalty-free license for a single campaign.

6. Publisher sublicenses e-book rights to an aggregator.

4.10.2 Enforcement Measures (India)

- Civil remedies (injunctions, damages, accounts) and criminal penalties under the Copyright Act.
- Governmental/enforcement initiatives: Copyright Enforcement Advisory bodies, training for enforcement officers, policy cells for infringement cases (administrative and prosecutorial support).

4.11 TRADEMARKS

4.11.1 Definition & Purpose

- **Trade mark:** any sign (word, logo, shape, sound) capable of **distinguishing one undertaking's goods/services** from another's.
- Main purpose: **source identification**, **consumer protection**, and **brand goodwill**.

4.11.2 TRIPS & International Norms

- Under **TRIPS**, **initial registration** and each **renewal** must be for **not less than 7 years**; registrations can be **renewed indefinitely**.
- **Compulsory licensing of trademarks** is not permitted under TRIPS.

4.11.3 Indian Law Development

- The **Trade and Merchandise Marks Act, 1958** was comprehensively reviewed and **replaced by the new Trademarks law (Bill passed & notified in 1999)** to harmonize with TRIPS and international practice.

6 Examples of Trademarks

1. The word mark **"AMUL"** for dairy products.
2. The logo **Nike Swoosh** on footwear.
3. The shape of a bottle (distinctive packaging) for a beverage.
4. A distinctive jingle used as an audio mark in commercials.
5. The brand name **"TATA"** for industrial goods/services.
6. A combined mark (logo + word) for a software company.

4.8 TYPES OF INTELLECTUAL PROPERTY RIGHTS (IPR)

4.8.1 Overview

Intellectual property = legal rights over **intellectual creations** (the right to the work, not the work itself). Main categories covered here: **Copyrights, Trademarks, Patents, Industrial Designs, Trade Secrets**. Rights are typically **state-granted**, **territorial**, transferable, and (except trade secrets/copyright) often **renewable**.

4.8.2 COPYRIGHT

Feature	Essence

Protects	Literary, dramatic, musical, artistic works; cinematograph films; sound recordings; software.
Duration	Generally, life of author + (varies by law; commonly 50–70) years; special rules for anonymous works.
Registration	Optional — copyright exists on creation; registration is evidence.
Main purpose	Protect expression (form), not ideas.

6 Examples

1. A novelist's original book (text).
2. Film director's motion picture (cinematograph film).
3. Recorded album (sound recording).
4. Painter's original canvas (artwork).
5. Software program source code (treated as literary work).
6. A photographer's photo used in an online news story.

4.8.3 TRADEMARKS

Feature	Essence
Protects	Signs (words, logos, shapes, jingles) that **distinguish goods/services** of one business from others.
Duration	Renewable indefinitely (subject to renewal periods, e.g., every 10 years).
Registration	Stronger protection if registered; unregistered marks still have some common-law rights.
Main purpose	Source identification, consumer protection, brand goodwill.

6 Examples

1. The word mark **"AMUL"** for dairy products.
2. Nike **Swoosh** logo on footwear.
3. Distinctive bottle shape of a soft drink.
4. Company jingle used in TV ads (audio trademark).
5. **™** used by a startup before registration.
6. Certification mark for organic products.

4.8.4 PATENTS

Feature	Essence
Protects	Inventions — novel, inventive (non-obvious), and industrially applicable products/processes.
Duration	Usually **20 years** from filing (subject to maintenance/renewal fees).
Registration	Must be applied for and granted by the patent office (territorial).
Main purpose	Reward innovation with time-limited monopoly to encourage disclosure and investment.

6 Examples

1. A new pharmaceutical molecule with therapeutic use.
2. A novel mechanical engine design increasing fuel efficiency.
3. A unique manufacturing process for semiconductor chips.
4. A new medical device (stent with improved delivery).
5. A biodegradable polymer composition for packaging.

6. An agricultural chemical formulation with novel mode of action.

4.8.5 INDUSTRIAL DESIGN RIGHTS

Feature	Essence
Protects	Aesthetic/ornamental aspects of objects: shape, pattern, color, surface — 2D or 3D designs.
Duration	Varies (commonly 10–25 years depending on jurisdiction and renewals).
Registration	Typically registered; registration gives exclusive right to use design.
Main purpose	Prevent copying of visually distinctive designs, protect marketability and appearance.

Examples

1. Unique smartphone casing shape and surface pattern.
2. Distinctive chair design sold by a furniture company.
3. Patterned textile print used by a fashion label.
4. Decorative bottle design for a perfume brand.
5. Three-dimensional toy figurine shape.
6. Car dashboard ornamentation and panel layout aesthetic.

4.8.6 TRADE SECRETS

Feature	Essence
Protects	Confidential business information: formulas, processes, methods, designs, customer lists.
Duration	Potentially **indefinite** — so long as secrecy is maintained.
Registration	No formal registration — protection is by **secrecy measures** (contracts, NDAs).
Main purpose	Preserve competitive advantage when formal IP route is unsuitable or disclosure is undesirable.

Examples

1. Coca-Cola formula — kept secret for decades.
2. Proprietary algorithm used by a search engine (not patented, kept as secret).
3. Manufacturing process steps for a specialty chemical (confidential).
4. Customer mailing lists and pricing spreadsheets used internally by a distributor.
5. Recipe for a food chain's signature sauce.
6. Prototype testing data and internal R&D notebooks kept under restricted access.

4.8.7 QUICK COMPARISON TABLE

IPR	Protects	Term	Registration	Key use
Copyright	Expression (works)	life+yrs	Optional	Creative content
Trademark	Brand signs	Renewable indefinitely	Recommended	Brand identity
Patent	Invention	~20 yrs	Mandatory (grant)	Technical innovation
Industrial Design	Aesthetics	10–25 yrs	Usually required	Product appearance

Trade Secret	Confidential info	Indefinite (if secret)	No — secrecy	Competitive advantage

4.8.8 TRANSFER, ENFORCEMENT & SPECIAL NOTES

- **Transferability:** All these IPRs can be **assigned, licensed, mortgaged** (subject to law).
- **Territorial nature:** Most rights are **territorial** — protection must be sought country by country (exceptions via treaties).
- **Renewal & maintenance:** Patents and many registrations require **periodic fees**; trademarks can be renewed indefinitely.
- **Choice:** Businesses choose between **patent (disclose/monopoly)** vs **trade secret (no disclosure/risk of leak)** depending on nature of invention.
- **Geographical Indications (GI):** Another IPR protecting origin-linked products (e.g., Darjeeling tea) — registered regionally.

4.9 EMERGING ISSUES OF INTELLECTUAL PROPERTY RIGHTS (IPR)

4.9.1 Overview

IPR protects creators, but new technological, economic and cultural dynamics have created fresh problems — from biopiracy to internet-enabled copying. These issues raise legal, ethical and policy questions about fairness, access and sovereignty.

4.9.2 Key Emerging Issues

Issue	Explanation
1. Resource / Biopiracy	Corporations or foreign entities appropriate biological/genetic resources (plants, seeds, traditional knowledge) and obtain IP rights elsewhere, often without consent or benefit-sharing from origin communities.
2. Cultural & Intellectual Appropriation	Traditional cultural expressions or local names (e.g., product names, handicrafts) are commercialised by outsiders without attribution or benefit to originating communities.
3. Economic Domination / Market Seizure	Use of IP to capture markets, displace small producers, or monopolise value chains — harming local livelihoods.
4. Internet & Digital Piracy	Easy copying and global distribution of creative works (music, films, software, e-books) via internet platforms, challenging enforcement and remuneration.
5. Copyright Infringement & Enforcement Gaps	Rampant unauthorised use (reproduction, adaptation, streaming) and slow or uneven enforcement mechanisms.
6. Access to Essential Goods (Health & Food)	Tension between patent monopolies (e.g., medicines, seeds) and public health/food security concerns — calls for compulsory licensing, TRIPS flexibilities.

4.9.3 Six Concrete Examples

1. Foreign firms patenting plant varieties derived from traditional seeds (biopiracy).
2. Use of the name “Basmati” by non-origin producers leading to GI disputes (cultural appropriation).

3. Large agribusiness pushing small traditional producers out of export markets via branding and patents.
4. Movies uploaded to torrent sites hours after release (digital piracy).
5. Unauthorized use of academic articles on for-profit websites (copyright infringement).
6. High-priced patented drugs limiting access in low-income countries — leading to discussions on compulsory licensing.

4.9.4 Implications

- Policy challenge: balance **creator incentives** with **public interest** (health, culture, biodiversity).
- Legal challenge: update IPR laws (GI, sui generis protection for traditional knowledge, access & benefit-sharing).
- Enforcement challenge: technical means (watermarking, DRM) vs. rights-based, ethical solutions (fair licensing, open access).

4.10 SIGNIFICANCE OF INTELLECTUAL PROPERTY RIGHTS

4.10.1 Why IPR matters

- **Recognises creativity** — moral and legal recognition of creators.
- **Offers economic incentives** — enables monetisation (royalties, licensing).
- **Encourages innovation** — protected rewards motivate investment in R&D.
- **Adds commercial value** — design and branding make products marketable.
- **Supports cultural & creative industries** — film, music, publishing flourish under protectable regimes.
- **Drives national development** — IPR regimes can stimulate industry, exports and knowledge economies.

4.10.2 IPR benefits mapped to stakeholders

Stakeholder	Primary Benefit
Creators / Innovators	Recognition, income, control over exploitation
Businesses / Firms	Brand protection, competitive advantage, licensing revenue
Consumers	Quality assurance, information about source
Society / Economy	Technological progress, jobs, exports
Governments	Tax revenue, knowledge-based growth
Communities	(When protected) cultural preservation, benefit-sharing

4.10.3 Six Examples Showing Significance

1. Patent royalties enabling pharmaceutical R&D and new drug development.
2. Trademark protection building global brands (trust & repeat purchases).
3. Copyright revenues supporting authors, musicians and film-makers.
4. Design rights giving a furniture maker exclusive market for an iconic chair.
5. GI protection giving premium prices to regional products (e.g., speciality teas).

6. Licensing deals turning university research into startup companies.

4.11 THE INDIAN PATENT ACT

4.11.1 Historical snapshot

- India's early patent laws date from the 19th century (first in 1856), revised several times post-independen`ce.
- The key modern statute is the **Patents Act, 1970** (with amendments since), which restructured patentability and rights in an Indian context and later aligned India with TRIPS obligations.

4.11.2 Salient features

Feature	Explanation
Patentability criteria	Invention must be **novel**, involve **inventive step** (non-obvious), and be **capable of industrial application** (useful).
Term	Generally, **20 years** from filing date (subject to maintenance fees).
Exclusions	Certain subjects (e.g., mere discovery of a scientific principle, abstract ideas) are typically excluded; biotech/plant varieties handled via sui generis regimes.
Compulsory licensing	Provisions exist to issue compulsory licences in public interest under set conditions.
Working requirement	Patentee may be required to **work the invention** in India and not merely import, to avoid injunctions/compulsory licensing.
International treaties	India is a member of **Paris Convention**, **Patent Cooperation Treaty (PCT)**, and **Budapest Treaty** (deposit of microorganisms).

4.11.3 Practical note

- An invention might meet novelty and inventive-step tests, but **failure to disclose or claim utility** (usefulness) clearly can lead to refusal — Indian law requires clear specification of utility.

4.11.4 Six Examples / Scenarios under Indian Patents

1. A new machine design improving manufacturing — patentable if novel and useful.
2. A pharmaceutical composition with documented therapeutic utility — patentable but subject to public-health safeguards.
3. A naturally occurring plant variety — typically **not** patentable; protected under plant-variety regimes.
4. Software "as such" — not patentable; but software with a technical application may be considered.
5. Biological deposit of microorganisms under the **Budapest Treaty** to satisfy disclosure requirements.
6. Compulsory licence granted if patented drug is unaffordable or not worked domestically.

4.11.5 Policy balance

- Indian Patent Act seeks to **balance** inventor incentives and **public interest** (health, access). Amendments over time have aimed to align with international obligations while preserving flexibilities (e.g., for public health emergencies).

Unit 5: Library and information Profession

5.1 CHARACTERISTICS OF A PROFESSION

A profession has certain **distinct features** that separate it from an ordinary occupation. These characteristics ensure the profession maintains high standards, public trust, and continuous growth.

Main Characteristics:

1. **Specialized Knowledge and Education**
   A profession is based on a well-defined and organized body of knowledge acquired through formal education and training.
   Example: Librarians study cataloguing, classification, and information technology in Library Science programs before entering the field.
2. **Long Period of Training and Qualification**
   Professionals undergo intensive theoretical and practical preparation before practicing.
   Example: To become a professional librarian, one must complete a Bachelor's or Master's degree in Library and Information Science (BLIS/MLIS).
3. **Service Orientation**
   The ultimate goal of a profession is to serve society rather than only earning income.
   Example: Librarians provide access to knowledge and information resources to support education and research for all sections of society.
4. **Code of Ethics**
   Every profession has ethical guidelines that ensure honesty, responsibility, and integrity in practice.
   Example: Librarians follow ethical principles like intellectual freedom, privacy, and equal access to information.
5. **Professional Organization**
   Professionals are represented by associations that promote the welfare of members, establish standards, and protect the interests of the profession.
   Example: The Indian Library Association (ILA) and the American Library Association (ALA) uphold standards of librarianship.
6. **Autonomy in Work**
   Professionals enjoy independence and discretion in decision-making within their area of expertise.
   Example: A librarian independently selects, acquires, and organizes materials suited to the needs of the institution.
7. **High Standards of Performance and Responsibility**
   Professionals maintain quality and efficiency through continuous learning and ethical service.
   Example: A librarian updates their skills by attending workshops on digital library management and information technology.

5.2 LIBRARIANSHIP AS A PROFESSION

Librarianship has gradually evolved into a **recognized profession**, meeting most of the criteria of a true profession.

1. Specialized Knowledge

Librarianship is grounded in theories of information organization, retrieval, and dissemination.

Example: Knowledge of classification systems like Dewey Decimal or Colon Classification forms the core of professional library work.

2. Formal Education and Training

Professional library education began in the late 19th century and now includes degree and diploma programs worldwide.

Example: India offers BLIS and MLIS degrees at universities such as Delhi University and IGNOU.

3. Ethical Standards

Librarians follow professional ethics emphasizing service, impartiality, and intellectual freedom.

Example: A librarian must provide information without bias or discrimination.

4. Service to Society

The librarian's main function is to collect, organize, and make information accessible to users.

Example: Public libraries serve communities by offering reading materials, internet access, and educational programs.

5. Professional Associations

There are national and international associations promoting librarianship and protecting its interests.

Example:

- **India:** Indian Library Association (ILA)
- **International:** International Federation of Library Associations and Institutions (IFLA)

6. Research and Continuous Growth

Librarianship encourages research and professional development through seminars, journals, and workshops.

Example: Conferences like the IFLA Annual Meeting promote innovation in library science.

5.3 LIMITATIONS OF LIBRARIANSHIP AS A PROFESSION

Although librarianship fulfills most characteristics of a profession, some limitations remain:

1. **Lack of Public Recognition**

   Many people still consider librarianship as clerical or routine work rather than a professional service.

2. **Inadequate Remuneration**

   Compared to other professions, salaries of librarians are often lower, which affects motivation and status.

3. **Limited Research Opportunities**
   Research in library science is growing but still not as extensive as in fields like medicine or engineering.
4. **Variation in Standards of Education**
   Library science programs differ in quality and content across institutions, causing inconsistency in professional standards.
5. **Dependence on Administration**
   Librarians often work under administrative control, limiting professional autonomy in decision-making.

5.4 CONCLUSION

Librarianship has matured into a **service-oriented, knowledge-based, and ethically guided profession.** It plays a vital role in the **dissemination of information and promotion of lifelong learning.** With the advancement of information technology, the librarian's role has expanded from managing physical books to curating digital knowledge resources.

Examples:

- Digital librarians managing e-resources and databases.
- Information professionals curating online archives and repositories.
- Academic librarians supporting research through digital literacy programs.
- Public librarians bridging the information gap in rural communities.

5.5 PROFESSION VS. OCCUPATION VS. VOCATION

Although the terms **profession**, **occupation**, and **vocation** are often used interchangeably in everyday language, they differ significantly in **scope, training, purpose, and social recognition**. Understanding these distinctions helps justify **Librarianship** as a true **profession** rather than merely an occupation or vocation.

5.5.1 MEANING OF TERMS

Term	Definition (Merriam-Webster / Common Meaning)	Nature / Characteristics	Example
Occupation	An activity in which one engages; a person's principal business or means of livelihood.	Basic or routine work; may or may not require formal education.	Shopkeeper, clerk, typist.
Vocation	The work in which a person is regularly employed; often requiring practical skills.	Involves manual or applied skills, often learned through training or apprenticeship.	Electrician, mechanic, carpenter.
Profession	A calling requiring specialized theoretical knowledge and intensive academic preparation.	Based on intellectual study, ethical standards, and service to society.	Doctor, lawyer, librarian, teacher.

5.5.2 HIERARCHICAL DIFFERENCE

A simple way to understand their relationship is through a **conceptual pyramid**:

PROFESSION

(Requires education, ethics, service)

▲

VOCATION

(Requires practical skills and training)

▲

OCCUPATION

(Basic source of livelihood)

Interpretation:

- *Occupation* is the **broadest** term — it simply means "work for income."
- *Vocation* is a **skilled occupation** — it requires hands-on training.
- *Profession* stands **at the top** — it demands higher education, theoretical knowledge, and ethical responsibility.

5.5.3 KEY DIFFERENCES BETWEEN PROFESSION, VOCATION, AND OCCUPATION

Basis of Comparison	**Occupation**	**Vocation**	**Profession**
Nature of Work	Source of income; any form of livelihood.	Skilled or technical work; practical in nature.	Intellectual and knowledge-based work.
Education / Training	May not need formal education.	Requires practical or technical training.	Requires formal, often higher education and specialization.
Skill Type	Basic or manual skills.	Practical skills (hands-on).	Theoretical and analytical skills.
Goal / Purpose	Earning money for survival.	Applying skills for specific tasks.	Serving society through expertise.
Ethical Code	Usually absent.	May follow general work ethics.	Has a formal code of ethics.
Professional Organization	Not organized.	Rarely organized.	Strongly organized (national/international bodies).
Example	Clerk, salesperson.	Electrician, plumber.	Librarian, doctor, advocate.

5.5.4 EXAMPLES TO ILLUSTRATE

1. **Occupation:**

   A *shop assistant* sells goods for wages. The focus is livelihood, not service or expertise.

2. **Vocation:**

   An *electrician* learns technical skills through apprenticeship. The role requires skill but not deep theoretical knowledge.

3. **Profession:**

   An *electrical engineer* uses both theoretical understanding and practical application to design safe electrical systems.

4. **Librarianship Example:**
   - Earlier, librarianship was seen as a **vocation**—focused on routine tasks like issuing books.

- Today, it's recognized as a **profession**—requiring specialized education in information science, ethics, and public service.

5.5.5 DISTINCT FEATURES OF A PROFESSION (AS COMPARED TO VOCATION)

Aspect	Profession	Vocation
Orientation	Service-based; aims to benefit society.	Job-based; aims to earn livelihood.
Skill Acquisition	Through formal intellectual education and training.	Through practical on-the-job training.
Regulation	Governed by professional associations and ethical codes.	Usually unregulated, informal.
Social Status	High prestige and recognition.	Limited social recognition.

5.5.6 POSITION OF LIBRARIANSHIP

- In its early stages, librarianship was viewed as a **vocation**, since it involved mainly mechanical tasks (issuing, shelving).
- With the evolution of **Library and Information Science (LIS)** as an academic discipline, it now meets the standards of a **profession**.
- Librarians today engage in **information organization, digital resource management, research support, and user education**, which require both theoretical and practical expertise.

5.6 EVOLUTION OF THE LIS PROFESSION

The **Library and Information Science (LIS)** profession has evolved through **three major stages**, as described by **M.A. Gopinath**. Each stage reflects a shift in how libraries were managed, how knowledge was perceived, and how librarianship grew from a simple occupation into a respected profession.

5.6.1 STAGES IN THE EVOLUTION OF THE LIS PROFESSION

Stage	Period / Time	Main Features	Examples / Institutions
1. Scholarly Period	Before mid-19th century	- Libraries were owned by kings, noblemen, and monasteries. - Access was limited to scholars and monks. - Books were rare, hand-written, and treated as treasures. - Managed by learned individuals, not professional librarians.	Nalanda and Taxila (India); Monastic libraries in Europe.
2. Vocational Period	19th century	- Public libraries began in the UK and USA. - Library work became a *vocation* or *skilled occupation*. - Tasks included book selection, cataloguing, and reference service. - Library training programs emerged for the first time.	Establishment of public libraries; Training at British Museum Library.
3. Professional Period	20th century onward	- Librarianship became a full *profession* with scientific principles and ethics. - Development of library science education, research, and professional associations.	ALA (1876, USA), Library Association (UK), ILA (1933, India); Dewey Decimal

		- Emphasis on user service, information organization, and standardization.	Classification, Cutter's Cataloguing Rules.

5.6.2 HISTORICAL DEVELOPMENT OF LIBRARIANSHIP

Phase	Nature of Librarianship	Description / Characteristics
Librarianship as an Occupation	Ancient Civilizations	- Found in Mesopotamia, Babylonia, Egypt, India, and Rome. - Libraries like *Alexandria*, *Nalanda*, and *Taxila* were managed by appointed librarians. - Library work was a **form of employment** under rulers or religious institutions.
Librarianship as a Vocation	Medieval Period	- Libraries increased in number, often attached to monasteries and universities. - Managed by scholars who had **practical skills** in organizing and recalling information. - Work was guided by **trial and error**, not science. - Hence, librarianship was considered a **vocation**, not a profession.
Librarianship as a Profession	Modern / Industrial Age	- Rapid growth of education and publishing after the Industrial Revolution. - Major libraries like the **British Museum**, **Bibliothèque Nationale**, and **Library of Congress** inspired modern systems. - Public Library Acts and the founding of professional associations strengthened the field. - Library science emerged as a **discipline with theories, principles, and ethics**.

5.6.3 CONTRIBUTING FACTORS IN PROFESSIONALIZATION

Factor	Contribution
Industrial Revolution	Boosted book production and literacy; increased demand for library services.
Educational Expansion	Schools and universities recognized libraries as essential academic support.
Library Associations	ALA (USA), Library Association (UK), and ILA (India) formalized standards and ethics.
Library Education	Universities began offering degrees in Library and Information Science.
Standardization Tools	Cutter's *Rules for a Dictionary Catalogue* and Dewey's *Decimal Classification* system.

5.7 LIS PROFESSION IN THE CONTEMPORARY CONTEXT

The **LIS profession** today integrates **traditional principles** with **modern technologies**, transforming the librarian's role from a bookkeeper to an **information manager and knowledge facilitator.**

Key Features of Modern Librarianship

Aspect	Modern Character
Nature	Service-based; user-centered; knowledge-oriented.

Core Purpose	To provide quick and accurate access to relevant information, ensuring user satisfaction.
Knowledge Base	Combines both *science* (organization, retrieval, ICT) and *art* (communication, user guidance).
Mediums of Communication	Print, non-print, and electronic (digital libraries, databases, internet).
Social Role	Libraries act as communication hubs; librarians as mediators between knowledge and users.

5.8 DEFINITIONS OF LIBRARIANSHIP / LIBRARY SCIENCE

Scholar / Source	Definition / Viewpoint	Essence
Harrod's Librarians' Glossary (5th Ed.)	"A generic term for the study of libraries and information units, their role in society, their processes, and their development."	Library science studies the structure, function, and future of libraries.
R.L. Mittal	"A noble and service-oriented profession which encourages all types of reading and education."	Librarianship promotes education through access to knowledge.
P.N. Kaula	"Librarianship developed as practice; a body of techniques evolved from assumptions about how people use books."	Focus on user behavior and practical experience.
Danton	"Librarianship is that branch of learning which deals with recognition, collection, organization, preservation, and utilization of graphic and printed material."	Systematic handling of recorded knowledge.
Mayors	"That branch of human knowledge concerned with the production, care, and use of recorded human knowledge."	Concerned with all forms of recorded knowledge.
Dakhole	Librarianship is: 1. A branch of human knowledge. 2. A profession. 3. A tool for information or knowledge. 4. A form of social service. 5. A department of scholars, not mere craft.	Librarianship combines knowledge, ethics, and service.

5.9 SUMMARY OF EVOLUTION

Stage	Focus Area	Nature of Work	Status of Librarianship
Ancient (Scholarly)	Knowledge preservation	Managed by scholars and monks	Occupation
Medieval (Vocational)	Skill development	Organization and use of books	Vocation
Modern (Professional)	Scientific methods, education	Organized service, ethics, and research	Profession

5.10 CONCLUSION

Librarianship has evolved from being a **custodial occupation** to a **dynamic profession** that merges **information science, technology, and social service.**

The discovery of **writing**, the invention of **printing and paper**, and the rise of **digital media** have all shaped the librarian's work. Today, LIS professionals:

- Manage both print and digital resources,

- Facilitate knowledge access globally,
- Promote information literacy and digital awareness,
- Uphold the ethical principle of equal access to information for all.

Thus, the **Library and Information Science profession** stands as both a **science (systematic knowledge)** and an **art (service and communication)** dedicated to the progress of society through knowledge dissemination.

5.11 TRANSFORMATION OF THE LIS PROFESSION

Over the centuries, **Librarianship** has transformed from a **custodial activity**—focused on storing and protecting books—to a **dynamic profession** dealing with **knowledge organization, digital information management, and global access**.

This evolution has been shaped by **technological advances**, **societal needs**, and **information explosion**, redefining the librarian's identity at every stage.

5.11.1 OVERVIEW OF TRANSFORMATION

Phase	Period / Focus	Core Identity	Key Responsibilities
Custodian	Ancient to medieval period	Keeper of recorded knowledge	Preserving manuscripts, restricting access, maintaining collections.
Librarian	15th – 19th century	Organizer and disseminator of books	Classification, cataloguing, lending, and reference services.
Documentation Officer	Early 20th century	Subject specialist and document analyst	Abstracting, indexing, bibliographies, and information consolidation.
Information Scientist / Officer	Mid to late 20th century	Information manager and communicator	Information retrieval, online databases, and networked access.
Digital Librarian	21st century	Knowledge manager and digital curator	Managing digital collections, e-resources, institutional repositories, and virtual libraries.

5.11.2 STAGES OF TRANSFORMATION

(a) The Custodian

Time Period: Ancient to pre-printing era

Role: Keeper and protector of books or manuscripts

- Libraries were **repositories of culture** and knowledge.
- Books were rare, hand-written, and costly to produce.
- Librarians (often monks or scholars) acted as **guardians**, not disseminators.
- Access was restricted to a privileged few—mostly rulers, scholars, or religious figures.

Example:

- The library at *Nalanda University* (India) and *Alexandria* (Egypt) maintained huge manuscript collections.
- Librarians focused on preservation, not circulation.

Key Features	Description

Function	Preservation of manuscripts
Access	Limited to elites
Skills	Custody and record keeping
Library Type	Monastic and royal libraries

(b) The Librarian

Time Period: 15th century onward (after invention of printing press)

Role: Manager of library resources and facilitator of access

- Printing made books widely available; libraries became **centres for learning**.
- Librarians' duties shifted from **guarding books** to **circulating knowledge**.
- The 19th and 20th centuries emphasized **book selection**, **cataloguing**, **classification**, and **reference service**.
- Growth in publications led to **information overload**, increasing the librarian's importance as a **knowledge mediator**.

Example:

- Public libraries in the UK and USA under *Public Library Acts*.
- Services like *Current Awareness* and *Selective Dissemination of Information (SDI)* began.

Key Features	Description
Function	Information organization and lending
Orientation	User-centered
New Skills	Cataloguing, reference, classification
Library Type	Public and academic libraries

(c) The Documentation Officer

Time Period: Early to mid-20th century

Role: Information analyst specializing in **scientific and technical information**

- Emerged with the rise of **research organizations** and **subject-specific information needs**.
- Focus shifted from **books** to **information**.
- Documentation centers compiled **abstracts, bibliographies, digests**, and **indexes**.
- Work was more **analytical**, involving **summarizing, classifying, and condensing** vast information for targeted use.

Example:

- Establishment of **INSDOC (India)** and **UNESCO's documentation centers**.

Key Features	Description
Function	Information analysis and consolidation
Tools	Abstracts, indexes, digests
Skill Set	Subject expertise, summarization, language command
Output	Specialized information services for researchers

(d) The Information Officer / Scientist

Time Period: Late 20th century (information explosion era)

Role: Specialist in **information management, retrieval, and dissemination**

- Libraries became **Library and Information Centres (LICs)**.
- Information scientists handled **digital databases**, **online searching**, and **networked access**.
- The concept of **library networks** (like INFLIBNET, DELNET, OCLC) grew.
- They anticipate users' needs and provide **remote and virtual access** to resources.
- The librarian's role evolved into that of an **information mediator**, connecting creators and users of knowledge.

Example:

- Online catalogues (OPACs), CD-ROM databases, and early web portals in libraries.

Key Features	Description
Function	Digital information management
Technology Used	Computers, databases, and networks
Role	Information mediator and retriever
Library Type	Research and academic institutions

(e) The Digital Librarian

Time Period: 21st century (Information and Knowledge Society)

Role: Digital knowledge manager and **curator of virtual information spaces**

- Libraries now exist both **physically and digitally**.
- The **digital librarian** manages e-resources, databases, multimedia, and institutional repositories.
- Responsibilities include:
  - Building **digital libraries**
  - Managing **metadata standards**
  - Ensuring **digital preservation**
  - Facilitating **remote and open access** to users
- They integrate **libraries, archives, and museums** into unified "**memory institutions**."
- The librarian has transitioned from an **information custodian** to an **information gateway**—enabling global knowledge flow.

Example:

- *National Digital Library of India (NDLI)*, *Europeana*, *World Digital Library*, and institutional repositories like *DSpace* or *EPrints*.

Key Features	Description
Function	Management of digital and online resources
Tools	Metadata standards, digital repositories, ICT
Role	Knowledge manager and web administrator
Services	Online access, e-learning support, digital preservation

5.11.3 SUMMARY OF PROFESSIONAL TRANSFORMATION

Stage	Identity	Focus of Work	Core Skill Set	Impact

Custodian	Keeper of books	Preservation	Record keeping, conservation	Protecting manuscripts and archives
Librarian	Knowledge organizer	Resource management	Classification, cataloguing, reference	Expanding access and use
Documentation Officer	Subject specialist	Information synthesis	Abstracting, indexing, summarizing	Targeted information delivery
Information Scientist	Information manager	Information systems & retrieval	IT, databases, networking	Global information sharing
Digital Librarian	Knowledge manager	Digital curation & virtual services	ICT, metadata, digital preservation	Democratizing knowledge globally

5.12 CATEGORIES OF LIS PROFESSIONALS

Below is a compact, one-glance table summarising major LIS professional categories, their core responsibilities, required skills, and quick examples. After the table, each category is briefly expanded with 3–4 illustrative examples to aid understanding.

No.	Role	Core Responsibilities	Key Skills / Knowledge	Examples
5.12.1	**Library Administrator / Manager**	Oversee library operations, planning, budgeting, staff management, policy & service development.	Leadership, planning, HR, budgeting, LIS management systems.	Chief Librarian of a university; Public library director; Head, institutional repository; Library systems manager.
5.12.2	**Classifier**	Assign class numbers to resources (e.g., DDC), decide subject placement.	Knowledge of classification schemes, subject analysis, research skills.	Classifying a new multidisciplinary book; Reclassifying a collection after syllabus change; Preparing class-mark training for assistants.
5.12.3	**Cataloguer**	Create bibliographic records, author/title/subject entries, metadata for discovery.	Cataloguing codes (AACR2/RDA), metadata standards, attention to bibliographic detail.	Creating RDA records for incoming books; Preparing MARC records for e-resources; Authority control for author names.
5.12.4	**Classificationist**	Design or revise classification schemes; study structure/epistemology of knowledge.	Deep theoretical knowledge of knowledge organization, research methods, subject analysis.	Developing a local classification for institutional reports; Researching emergence of a new subject area; Advising on classification for a special collection.
5.12.5	**Indexer**	Compile indexes (author/title/keyword) and controlled vocabularies for retrieval.	Indexing principles, thesaurus use, subject expertise for specialised indexes.	Creating a subject index for a technical report; Building KWIC index for proceedings; Indexing formulas in chemistry texts.

5.12.6	**Reference Librarian**	Respond to queries, perform search & retrieval, teach users to find/use info.	Reference sources, search strategies, interview skills, resource evaluation.	Conducting advanced literature search; Preparing a subject research guide; Teaching database searching to students.
5.12.7	**LIS Teacher / Educator**	Teach LIS courses, supervise research, prepare learning materials.	Pedagogy, subject expertise (e.g., bibliometrics, digital libraries), research supervision.	Lecturer in MLIS course; Supervisor for MLIS dissertation; Authoring course material on metadata.
5.12.8	**Thesaurus Designer / Terminologist**	Build thesauri and controlled vocabularies for retrieval and indexing.	Thesaurus construction rules, subject knowledge, metadata/semantic skills.	Designing a thesaurus for agriculture; Mapping local terms to LCSH; Creating multilingual descriptors.
5.12.9	**Bibliographer**	Compile bibliographies, resource lists, subject guides and curated reading lists.	Literature searching, selection criteria, compilation methods.	Preparing an annotated bibliography for a course; Creating a subject bibliography for institutional repository; Curating reading lists for researchers.
5.12.10	**Librametrician**	Measure library performance, collections, services using quantitative methods.	Statistics, metrics, data analysis, LIS indicators.	Assessing book turnover rates; Space-utilisation study; Staff productivity metrics.
5.12.11	**Bibliometrician**	Analyse literature quantitatively: growth, citation analysis, journal ranking.	Bibliometrics, citation databases, research evaluation methods.	Calculating impact factor–like metrics; Mapping research output of an institution; Author productivity studies.
5.12.12	**Content Developer (LIS context)**	Create and structure digital content for websites, portals, e-learning.	Content strategy, HTML/CMS basics, multimedia handling, UX awareness.	Writing institutional website content; Preparing multimedia tutorials for library services; Structuring pages for repository access.

5.13 Expanded notes with examples

5.13.1 Library Administrator / Manager

Short: Runs the library as an organisation.

Tasks: policymaking, budgeting, liaison with stakeholders, staff appraisal, strategic planning.

Examples:

1. The chief librarian develops a three-year digital transformation plan.
2. A public-library director negotiates funding with local government.
3. Head of an academic library integrates the institutional repository with the campus LMS.

4. Library systems manager oversees migration to a new integrated library system (ILS).

5.13.2 Classifier

Short: Decides where an item "fits" in a classification scheme.

Tasks: subject analysis, choosing class numbers, consulting reference works.

Examples:

1. Assigning DDC number to an interdisciplinary climate-change textbook.
2. Detecting a new subject area (e.g., "bioinformatics ethics") and flagging it for future scheme updates.
3. Training junior staff on applying notation for periodicals.

5.13.3 Cataloguer

Short: Creates metadata records so users can find items.

Tasks: transcribe bibliographic details, apply RDA/AACR2, produce MARC21/JSON-LD.

Examples:

1. Creating MARC records for newly received e-books.
2. Performing authority control to unify multiple name forms for an author.
3. Enhancing records with subject headings for better discovery.

5.13.4 Classificationist

Short: Designs or researches classification frameworks.

Tasks: scheme construction/revision, theoretical research on knowledge structure.

Examples:

1. Developing a specialized classification for a medical library's rare collection.
2. Research paper on how interdisciplinary fields are evolving within classification systems.
3. Creating notation extensions for local institutional needs.

5.13.5 Indexer

Short: Builds tools that point readers to relevant locations in texts or datasets.

Tasks: compile subject/author indexes, apply indexing rules, create machine-aided indexes.

Examples:

1. Producing a subject index for conference proceedings.
2. Implementing KWIC indexing for a digital corpus.
3. Designing a formula index for an engineering handbook.

5.13.6 Reference Librarian

Short: Expert searcher and user consultant.

Tasks: interview users, craft search strategies, teach information literacy.

Examples:

1. Performing a systematic search for a PhD candidate's literature review.
2. Running a workshop on Boolean searching and citation management.
3. Building a customised research guide for a department.

5.13.7 LIS Teacher / Educator

Short: Trains future LIS professionals and guides research.

Tasks: course delivery, curriculum design, supervise theses.

Examples:

1. Teaching a course on metadata standards.
2. Guiding an MLIS student's dissertation on digital preservation.
3. Preparing online modules for cataloguing practicum.

5.13.8 Thesaurus Designer

Short: Creates controlled vocabularies to improve retrieval precision.

Tasks: select descriptors, define relationships (BT/NT/RT), map vocabularies.

Examples:

1. Building a thesaurus for agricultural extension services.
2. Mapping local subject terms to MeSH or LCSH.
3. Creating multilingual descriptors for a national repository.

5.13.9 Bibliographer

Short: Curates authoritative lists of works on a topic.

Tasks: identify and organise key resources, annotate entries.

Examples:

1. Compiling an annotated bibliography on urban planning for graduate students.
2. Producing a national bibliography for grey literature.
3. Preparing reading lists for a specialised seminar.

5.13.10 Librametrician

Short: Quantifies library inputs/outputs and service performance.

Tasks: statistical studies, benchmarking, resource allocation analysis.

Examples:

1. Calculating annual turnover rate for different subject sections.
2. Measuring user footfall and peak-hour staffing needs.
3. Space-utilisation analysis to justify a reading-room expansion.

5.13.11 Bibliometrician

Short: Studies literature patterns and research impact.

Tasks: citation analysis, co-authorship mapping, journal evaluation.

Examples:

1. Mapping collaboration networks for a university department.
2. Ranking journals by citation indicators for collection development.
3. Analyzing national research output trends in a discipline.

5.13.12 Content Developer

Short: Plans and creates digital content to communicate services and resources.

Tasks: write/structure web copy, design interactive pages, prepare multimedia help resources.

Examples:

1. Drafting and organising the library website's service pages.
2. Creating short video tutorials on using the institutional repository.
3. Structuring FAQs and user guides for new discovery tools.

5.14 Quick practical tips (how to choose a role)

- **Like people & teaching?** Consider Reference Librarian or LIS Teacher.
- **Prefer systems and data?** Look at Cataloguing, Classificationist, or Librametrics.
- **Enjoy web and multimedia?** Content Developer or Digital Librarian roles fit.
- **Want policy & management?** Library Administrator or Director.
- **Love research on literature and impact?** Bibliometrician or Bibliographer.

5.15 LIS PROFESSION IN INDIA

A compact, structured continuation covering historical phases, key developments, and Ranganathan's contribution. Each subsection ends with 3–4 concrete examples to make the points easy to remember.

5.15.1 Ancient Period

Essence: knowledge preserved orally; writing later led to recorded materials on perishable media (palm leaves, bhurjapatra). Libraries existed as **grantha kutirs** or temple/monastic collections; custodians were scholars (the "living libraries"). Professional librarianship as a formal category did not exist.

Key points

- Preservation by memorization before literacy became widespread.
- When script appeared, materials were recorded on palm leaves and bark.
- Collections were mostly reference in nature and kept by priests/scholars.

Examples

1. Vedic literature transmitted orally by Brahmin scholars acting as human repositories.
2. Grantha Kutir — small cottage collections used for reference by scholars.
3. Palm-leaf manuscripts stored in temple/monastery repositories.
4. Scribes or priests acting as custodians rather than trained librarians.

5.15.2 Medieval Period

Essence: large royal and religious collections (e.g., libraries at Pataliputra, libraries under Ashoka, Mughal imperial libraries). Some appointed keepers/librarians existed, but formal LIS education or profession was absent.

Key points

- Kings and emperors (Mauryas, Guptas, Mughals) patronised libraries.
- Libraries served court, scholars and religious institutions.
- Appointments like "Faizi" (Akbar's librarian) indicate early librarian-like roles.

Examples

1. Buddhist viharas (monastic libraries) reported by Fa-Hien and Hiuen Tsang.
2. Akbar's imperial library (Trikhi-i-Akbari) with Faizi as librarian.
3. Humayun's personal library and appointment of Lal Beg as librarian.
4. Sultan Jalaluddin Khilji's imperial library in the Delhi Sultanate.

5.15.3 British India

Essence: English education and printing technology catalysed institutional libraries and modern bibliography; universities (Bombay, Calcutta, Madras — 1857) began; librarianship moved toward an occupational identity.

Key points

- Printing and formal education revived scholarship and created demand for organized libraries.
- Learned societies and university libraries established administrative/library posts.
- Early library work often done by scholars and bibliographers rather than professionally trained librarians.

Examples

1. Establishment of the three Presidency universities (1857) with university libraries.
2. British-era learned societies maintaining reference collections (Asiatic Society, etc.).
3. Bibliographers and scholars managing library functions prior to formal training.
4. Printing press making books widely available, increasing need for organized access.

5.15.4 Independent India (20th century → present)

Essence: professionalisation accelerated—training programmes, growth of university/ research libraries, institutional/ national bodies, and mainstreaming of LIS education. Ranganathan's work provided theoretical foundations and practical systems that propelled LIS into a recognised profession.

Key points

- Early 20th-century training: W.A. Borden (Baroda, 1911), Asa Don Dickinson (Panjab Library Primer, 1916).
- Post-independence expansion of universities, special libraries, and job opportunities.
- Institutional formation: INSDOC (later NISCAIR), DRTC; national associations.
- Ranganathan's Five Laws, classification/canon work, and academic programmes (BLSc, MLSc, PhD) established LIS as a science and profession.

Examples

1. Maharaja Sayajirao Gaekwad's training initiative in Baroda (W.A. Borden, 1911).
2. Panjab Library Primer training by Asa Don Dickinson (1916).
3. Establishment of Documentation Research and Training Centre (DRTC) influenced by Ranganathan.
4. INSDOC → NISCAIR and growth of national-level documentation services.

5.15.5 Ranganathan's contribution — why it mattered

Essence: Ranganathan provided theoretical foundations, educational structure, classification systems, and advocacy that transformed librarianship from ad hoc practice into a formal professional discipline in India.

Key contributions

- **Five Laws of Library Science**: user-centered maxims that reshaped library goals and service philosophy.
- **Canons and Principles**: systematic principles for classification and cataloguing.
- **Educational leadership**: initiating BLSc/MLSc/PhD programmes and guiding research agenda.
- **Institution building**: instrumental in founding DRTC and encouraging national cooperation (e.g., INSDOC).
- **Professional advocacy**: seminars, associations, and push for standardisation.

Examples

1. Five Laws used as a pedagogic and policy framework across Indian libraries.
2. Dynamic theory of knowledge organisation influencing classification practice and course curricula.
3. Creation of specialized education (BLSc/MLSc) giving formal professional credentials.
4. Role in establishing documentation and research institutions (DRTC, INSDOC).

5.15.6 Contemporary status

Essence: LIS in India is a recognised, service-oriented profession with formal qualifications, research activity, institutional structures, and expanding roles (digital librarianship, repositories, bibliometrics, content services).

Key indicators

- Formal university programmes (BLIS/MLIS/PhD) widely available.
- Presence of national bodies and research centres.
- Recognition of librarians alongside academics and scientists in salary/scales in many institutions.
- Growing specialisations: digital libraries, knowledge management, bibliometrics.

Examples

1. University MLIS departments offering specialized courses in metadata, digital preservation.
2. Institutional repositories managed by university libraries (IRs using DSpace/EPrints).
3. Bibliometric studies and impact analyses produced by Indian bibliometricians.
4. Librarians serving as information professionals in government research labs and corporate R&D.

5.15.7 Short conclusion

LIS in India moved from **oral custodianship → manuscript repositories → scholar-managed royal libraries → occupational library posts under colonial rule → deliberate professionalisation post-20th century**. Dr. S. R. Ranganathan stands out as the pivotal figure who turned librarianship into a science and a profession in India. The profession today blends classical values of service with contemporary competencies in digital information and research support.

5.16 PROFESSIONAL ETHICS IN LIBRARIANSHIP

5.16.1 INTRODUCTION

Every profession upholds a **code of conduct**—a set of ethical principles that guides behaviour and decisions in professional practice.

In librarianship, **professional ethics** reflect the **values, responsibilities, and spirit** of the profession, ensuring that the service to users and society is carried out with **honesty, neutrality, and dedication**.

Essence:

Ethics form the foundation of the **trust** between the librarian and the community. A truly professional librarian is not only technically competent but also **morally responsible** and **socially aware**.

Examples

1. A librarian protecting the confidentiality of a user's reading history.
2. Refusing to promote censorship or bias in resource selection.
3. Giving equal access to all users regardless of background.
4. Upholding academic integrity while helping in research.

5.16.2 OBJECTIVES OF PROFESSIONAL ETHICS (P. S. G. Kumar)

Objective	Explanation	Example
Provide dedicated service	Serve users sincerely and efficiently.	Assisting users patiently in locating difficult research material.
Build professional knowledge base	Stay updated through continuous learning.	Attending LIS workshops or certification courses.
Maintain neutrality	Be impartial to religion, caste, ideology, or politics.	Offering the same service to all without prejudice.
Uphold six freedoms	Safeguard study, thought, speech, press, knowledge dissemination, and instruction.	Opposing book bans or information suppression.
Voice professional convictions	Advocate for library legislation, intellectual freedom, and user rights.	Supporting campaigns for Right to Information or digital access.

5.16.3 IMPORTANCE OF ETHICS IN LIBRARIANSHIP

Professional ethics serve as a **moral compass** guiding the librarian's relationship with users, institutions, and colleagues.

Importance / Role	Explanation
Guides decision-making	Helps in resolving conflicts—like balancing copyright vs. access.
Enhances professional image	Builds trust and reputation for the librarian and the institution.
Promotes accountability	Encourages responsibility and transparency in all library actions.
Fosters unity among professionals	Shared ethical values create professional solidarity.
Inspires enthusiasm and commitment	Upholds pride in work and service ideals.

Examples

1. A librarian refusing a bribe from a vendor for book procurement.
2. Honest reporting of library usage statistics without manipulation.

3. Maintaining neutrality while selecting resources from diverse viewpoints.

5.16.4 BENEFITS OF A CODE OF ETHICS (According to Bob Usherwood, 1981)

Aspect	Purpose / Benefit	Example
Protection of clients	Informs users about their right to expect quality and fair service.	Clear rules for privacy and access.
Protection for librarians	Guards against unethical pressures from management or external bodies.	Refusing censorship demands from authorities.
Enhancement of professional status	Ethical practice elevates public respect for librarianship.	Recognition of librarians as knowledge professionals.
Institutional influence	Empowers librarians to shape ethical and service policies.	Advising administration on fair access policies.

5.16.5 PROFESSIONAL ETHICS FOR LIBRARIANSHIP

LIS professionals occupy a **unique ethical space**, dealing daily with **knowledge, users, publishers, and administrators**.

Ethical behaviour ensures fair, transparent, and equitable information service.

Area of Ethical Responsibility	Ethical Principle	Example
To users	Provide equal and confidential service without discrimination.	Keeping borrowing records private.
To the profession	Uphold professional dignity, knowledge sharing, and cooperation.	Participating in library associations.
To society	Promote literacy, intellectual freedom, and informed citizenship.	Organizing public awareness programs.
To administration	Be honest, accountable, and efficient in resource management.	Transparent acquisition and budgeting.
To colleagues	Maintain respect, fairness, and collaboration.	Avoiding plagiarism or credit disputes in projects.

5.16.6 DEFINITIONS AND VIEWS

Scholar / Body	Definition / View	Core Idea
A.K. Mukherjee	Librarianship has evolved values through civilization; modern librarianship reflects ethical principles in acquisition, organisation, and dissemination.	Ethics evolve with social and intellectual responsibility.
Broadfield & Foskett	Ethics, service principles, and librarian's creed are inseparable from the librarian's moral and professional character.	Ethics shape librarian's identity and credibility.
IFLA (International Federation of Library Associations)	"A collection of professional guidelines for librarians and other library employees adopted by national associations or government agencies."	Codified global framework for professional conduct.
Navalani	"Professional ethics is the science of right conduct and character; the doctrine of man's duty towards self and others."	Ethics = moral science of professional behaviour.

5.17 ETHICAL PRINCIPLES COMMONLY FOLLOWED IN LIS

Principle	Explanation / Purpose
Intellectual Freedom	Libraries must safeguard free access to all ideas and viewpoints.

Privacy and Confidentiality	Users' identities and reading habits must not be disclosed.
Equity of Access	All individuals, regardless of status or ability, deserve equal information access.
Accuracy and Transparency	Information provided should be factual, complete, and unbiased.
Professional Competence	Continuous improvement and skill development are moral duties.
Respect for Intellectual Property	Observe copyright and licensing laws ethically.
Service to Society	Library work contributes to democracy, education, and progress.

Examples

1. Providing unfiltered internet access while guiding users on responsible use.
2. Respecting copyright during document delivery or photocopying.
3. Helping disadvantaged users access e-resources via assistive technologies.

5.18 CODE OF ETHICS FOR LIS PROFESSION IN INDIA

5.18.1 INTRODUCTION

- In India, the **need for a Code of Ethics** for library professionals is well-recognized, but **no formal national code** has yet been adopted.
- Efforts have come mainly from **individual scholars** such as **A.K. Mukherjee, Megnanand, R.L. Mittal, P.S.G. Kumar,** and **Amitabha Chatterjee**.
- Some professional forums, e.g. **IASLIC (1984)**, discussed ethics, but **no official framework** was established by associations like the **Indian Library Association (ILA)**.
- A national code is considered essential to maintain **professional integrity, user trust, and service quality** in Indian librarianship.

5.18.2 MEGNANAND'S VIEW: AREAS TO BE COVERED IN THE CODE

Relation / Context	Ethical Concern	Illustrative Example
Librarian & Committee	Loyalty, transparency, and accountability to library authorities.	Presenting true usage statistics; not manipulating data for funding.
Librarian & Staff	Fair treatment, teamwork, and mentoring.	Treating junior staff with respect and delegating duties fairly.
Librarian & Book Supplier	Honesty and impartiality in selection and purchase.	Avoiding personal commissions or vendor favoritism.
Librarian & Book Trade	Professional dealing and timely communication.	Settling invoices promptly and following ethical procurement.
Librarian & Colleagues	Cooperation and sharing of expertise.	Sharing cataloguing standards or bibliographic data with peers.
Librarian & Clientele	Courtesy, confidentiality, equal service.	Assisting all users without discrimination or bias.
Librarian & Society	Promoting literacy, awareness, and social inclusion.	Conducting information literacy programs for rural communities.
Librarian & Law/Nation	Obedience to national laws (copyright, RTI, etc.).	Following copyright law during digitisation or photocopying.

5.18.3 A.K. MUKHERJEE'S TWENTY-POINT ETHICAL OUTLOOK (Selected Key Ideas)

Principle	Essence / Short Note	Example
1. Faith in the profession	Librarians must believe in the power of libraries to improve society.	Promoting reading campaigns even with limited resources.

2. Cultural responsibility	Librarians are cultural workers who preserve and promote learning.	Organising exhibitions on Indian heritage or regional literature.
3. Freedom and autonomy	Uphold six freedoms – study, thought, speech, press, knowledge circulation, instruction.	Standing against book bans or information restrictions.
4. Pride in profession	Never be apologetic about library work; see it as essential to progress.	Defending library funding as vital for education.
5. Personal reading habit	A librarian should be a continuous learner and reader.	Reading new publications to guide users effectively.
6. Library as knowledge store	The librarian is the "key" who unlocks stored information for users.	Guiding a student to relevant resources through catalogue search.

Example summary:

- A librarian who keeps reading regularly becomes a trusted "knowledge guide."
- A professional who upholds intellectual freedom earns the library's moral authority.
- Serving users without expecting gratitude reflects Mukherjee's "service above recognition" principle.

5.18.4 AMITABHA CHATTERJEE'S SUGGESTED ETHICAL PRINCIPLES

Principle	Explanation	Example
1. Loyalty	Be loyal to one's institution, profession, and self-respect.	Supporting institutional goals even during administrative pressure.
2. Integrity of Character	Honesty and transparency in all actions.	Reporting true budget use to administration.
3. Cooperation & Team Spirit	Work harmoniously with staff and peers.	Helping a colleague handle cataloguing backlog.
4. Service above Self	Public service should be prioritized over personal gain.	Working extra hours to assist students before exams.
5. Devotion to Duty	Take pride and responsibility in every task.	Ensuring accurate records and smooth circulation services.
6. Impartiality & Fairness	Avoid discrimination among users or vendors.	Providing equal access to materials irrespective of background.
7. Allegiance to Laws of the Land	Respect national regulations and institutional policies.	Following Copyright Act, RTI Act, and data protection rules.

5.18.5 NEED FOR A FORMAL NATIONAL CODE IN INDIA

Reason	Explanation / Importance
Professional accountability	A unified code ensures librarians follow ethical norms across institutions.
Public trust	Ethical guidelines reinforce transparency and credibility of library services.
Standardisation	Helps unify library practices in a diverse country like India.
Global alignment	A code consistent with IFLA/ALA models strengthens India's international LIS standing.
Conflict resolution	Provides a reference point for handling ethical dilemmas (privacy, censorship, procurement).

5.18.6 PRACTICAL ETHICAL SCENARIOS (FOR EASY RECALL)

Situation	Ethical Action Expected
User asks for restricted material illegally.	Explain copyright laws; refuse politely but guide toward legal alternatives.
Book vendor offers gifts to influence purchase.	Decline; maintain transparent acquisition process.
Student requests to hide overdue fines.	Uphold policy uniformly; apply fines equally.

Administrator asks to remove political content.	Defend intellectual freedom; discuss alternatives respectfully.
Colleague shares false information.	Clarify facts discreetly and uphold institutional integrity.

5.18.7 CONCLUSION

- Indian LIS ethics exist mainly in **conceptual writings**, not as an official national code.
- Scholars like **Mukherjee**, **Megnanand**, and **Chatterjee** laid the foundation for ethical awareness.
- The profession now needs a **formal, nationally recognized code**, possibly under the **Indian Library Association (ILA)**, aligned with **IFLA** standards.
- Until then, librarians in India should follow the **universal ethical principles** of honesty, neutrality, service, and lifelong learning.

5.19 LIBRARY ASSOCIATIONS IN INDIA

5.19.1 INTRODUCTION

Library associations are **professional bodies** formed to promote the development of **librarianship, library education, cooperation, and advocacy**.

They work at **national, regional, and local levels**, providing a platform for **professional exchange, policy formation, and training.**

Key Roles of Library Associations:

- Unite library professionals under a common platform.
- Promote professional ethics and standards.
- Organize conferences, workshops, and publications.
- Advocate for library legislation and funding.
- Represent the profession nationally and internationally.

Examples:

1. Indian Library Association (ILA) — national body founded in 1933.
2. IASLIC — focuses on special libraries and information centres.
3. Kerala Library Association — promotes public library movement in the state.

5.19.2 EARLY LIBRARY ASSOCIATIONS IN INDIA (Pre-Independence Period)

Association	Year Established	Region / Focus	Key Contributions / Examples
Baroda Library Association	1910	Baroda (Gujarat)	One of the first known library associations in India; supported by Maharaja Sayajirao Gaekwad; promoted free public libraries.
Andhra Desa Library Association	1914	Andhra Pradesh	Pioneered the library movement in South India; helped in rural library development.
Bengal Library Association (BLA)	1927	West Bengal	Promoted library education; started *Granthagar* journal; supported Bengal Library Act.
Madras Library Association (MALA)	1927	Tamil Nadu	Worked for library legislation and professional training; launched *Library Herald* publication.

Example Highlights:

- These associations were formed during the **Indian Renaissance period**, when literacy and education were being linked to **social reform movements**.
- The **Andhra Desa Library Association** organized book exhibitions and mobile libraries in villages — a pioneering step toward **public library outreach**.

5.19.3 GROWTH AFTER INDEPENDENCE

- Post-1947, library development accelerated due to:
    - Expansion of higher education institutions.
    - Government focus on education and research.
    - Formation of professional associations at **national and state levels**.
- Library associations began to play **active roles in policy advocacy**, **training**, and **research dissemination**.

5.19.4 NATIONAL LEVEL LIBRARY ASSOCIATIONS

Association	Year / Focus	Major Activities & Contributions	Examples
Indian Library Association (ILA)	**1933** – New Delhi	Apex body for library professionals; works on library legislation, standards, conferences, publications, and education.	Organizes All India Library Conferences; publishes *Journal of Indian Library Association*; advocates for national library policy.
Indian Association of Special Libraries and Information Centres (IASLIC)	**1955** – Kolkata	Focus on research, documentation, and information services; caters to special libraries.	Publishes *IASLIC Bulletin*; organizes seminars on automation and digital libraries; collaborates with international bodies.
Society for Information Science (SIS)	**1975** – New Delhi	Promotes research in information science, systems, and technology.	Conducts training on information retrieval and bibliometrics.
Indian Association of Teachers of Library and Information Science (IATLIS)	**1969** – Hyderabad	Works for LIS education and teacher development.	Publishes *Journal of Education for Library and Information Science in India*; organizes workshops for LIS faculty.
Society for Advancement of Library and Information Science (SALIS)	**2002-** Tamil Nadu	Enhances IT application in libraries.	Conducts national seminars on digital libraries and e-resources.
Government of India Library Association (GILA)	-	Represents government librarians; focuses on policy issues.	Advocates for better service conditions and cadre management.
Indian Academic Library Association (IALA)	-	Strengthens networking among academic and research libraries.	Hosts conferences and promotes best practices in e-resource management.
Medical Library Association of India (MLAI)	1981	Focuses on health and biomedical libraries.	Provides training for medical information systems and evidence-based librarianship.

5.19.5 STATE / REGIONAL LIBRARY ASSOCIATIONS

Association Name	Region / State	Focus & Contribution
Bengal Library Association (BLA)	West Bengal	Promoted library legislation and training programmes.
Andhra Pradesh Library Association (APLA)	Andhra Pradesh	Supported community libraries and literacy movements.
Haryana Library Association (HLA)	Haryana	Advocates for professional development and public library services.
Karnataka Library Association (KALA)	Karnataka	Publishes *Sanchike* journal; organizes LIS workshops.
Kerala Library Association (KLA)	Kerala	Promotes Kerala Public Libraries Act and training of librarians.
Madras Library Association (MALA)	Tamil Nadu	Pioneer in library legislation advocacy in South India.
Punjab Library Association (PLA)	Punjab	Focus on library cooperation and Punjab Library Bill.
Rajasthan Library Association (RLA)	Rajasthan	Promotes library networking and continuing education.
Uttar Pradesh Library Association (UPLA)	Uttar Pradesh	Encourages library awareness and training at local level.

Example Highlights:

1. **Kerala Library Association (KLA)** was instrumental in promoting *Kerala Public Libraries Act, 1989*.
2. **APLA** continues to organize *Andhra Pradesh Library Conferences* annually.
3. **BLA's publication "Granthagar" (since 1937)** remains one of India's oldest library journals.

5.19.6 CONTRIBUTION OF LIBRARY ASSOCIATIONS TO THE PROFESSION

Area	Contribution	Example
Professional Development	Organizing conferences, training, and workshops.	IASLIC's national seminars on knowledge management.
Library Legislation	Advocacy for public library acts.	BLA's efforts led to Bengal Public Libraries Act, 1948.
Publication and Research	Publishing journals, newsletters, proceedings.	ILA's *Journal of Indian Library Association*.
Networking and Cooperation	Encouraging resource sharing among libraries.	IALA promoting interlibrary loan consortia.
Policy and Advocacy	Representing librarians at national platforms.	ILA's involvement in National Knowledge Commission consultations.

5.19.7 SIGNIFICANCE OF LIBRARY ASSOCIATIONS

- Strengthen **professional identity and unity**.
- Serve as a **bridge between practitioners, educators, and policymakers.**
- Facilitate **knowledge exchange** through conferences and publications.
- Encourage **research and innovation** in LIS.
- Advocate **ethical conduct** and standardization of services.

Examples:

1. IATLIS improving LIS education through curriculum workshops.
2. SALIS integrating technology training into librarianship.

3. ILA drafting proposals for a *National Library Policy of India.*

5.19.8 CONCLUSION

Library associations in India have evolved from **regional reading movements** to **professional national organizations**.

They play a vital role in:

- Promoting the **status and recognition** of librarians.
- Ensuring **continuous professional growth**.
- Advocating for **policy, legislation, and ethical standards**.

The future of librarianship in India depends on the **active collaboration** of these associations and their ability to adapt to the **digital, networked, and knowledge-driven era**.

5.20 INDIAN LIBRARY ASSOCIATION (ILA)

5.20.1 INTRODUCTION

- **Established:** 13 September 1933
- **Occasion:** 1st All India Library Conference, Calcutta (now Kolkata)
- **Headquarters:** New Delhi
- **Nature:** The **largest and premier national professional body** representing librarians, information scientists, and library educators in India.
- **Aim:** Promote and strengthen the **library movement**, **professional education**, and **standards of librarianship** in the country.

Example:

ILA represents Indian librarians at global forums like **IFLA (International Federation of Library Associations)** and **Commonwealth Library Association (COMLA).**

5.20.2 OBJECTIVES OF ILA

Main Objective	Explanation / Example
1. Promote library movement & legislation	Encourage the establishment of public libraries and enactment of library laws. *Example: ILA's advocacy led to library legislation in several Indian states.*
2. Improve library services	Work for better infrastructure, staffing, and technology in libraries.
3. Develop LIS education and training	Standardize curriculum, accredit LIS schools, and promote research. *Example: ILA supports university-level LIS programmes and workshops.*
4. Enhance status and service conditions of librarians	Lobby for fair pay, recognition, and academic parity with teachers.
5. Promote cooperation among libraries	Encourage interlibrary cooperation and resource sharing. *Example: Networking initiatives among universities and research libraries.*
6. Encourage research and bibliographical work	Support documentation and research publications in LIS.
7. Publish professional literature	Disseminate knowledge through journals and newsletters.

8. Collaborate nationally and internationally	Partner with bodies like IASLIC, IATLIS, IFLA, NBT, and RRRLF.
9. Organize conferences and seminars	Provide a platform for discussion and professional exchange.
10. Develop standards and norms	Formulate best practices for library management and services.
11. Establish information centres	Assist in creating libraries and documentation centres across India.

5.20.3 ORGANISATIONAL STRUCTURE

Component	Details
Membership Types	Patrons, Life Members, Ordinary Members, Institutional Members, and Associate Members.
Elections (every 3 years)	General Body elects: President, 6 Vice Presidents, General Secretary, up to 20 Council Members (1 per 100 personal members).
Committees / Sections	University Libraries, College Libraries, School Libraries, Govt. Department Libraries, Public Libraries, LIS Education, Consultancy, Academic Status, etc.
Executive Committee	President, Vice-President, General Secretary, Treasurer, Secretaries, P.R.O., and 3 Council Members — handles daily management.
Meetings	- General Body: Annually (during All India Library Conference) - Council: Quarterly - Executive Committee: As needed.

Example:

A Sectional Committee on "Library Education and Consultancy" develops training programmes for new LIS professionals.

5.20.4 MAJOR ACTIVITIES

Activity	Explanation / Example
All India Library Conference (AILC)	Annual national event hosted by a university or local association; includes seminars on LIS themes. *Example: 2023 AILC focused on "Digital Inclusion and Library Services."*
Seminars and Lectures	Regular events in Delhi and other cities on contemporary topics like library automation or open access.
National Library Week Participation	Collaborates with libraries nationwide every November to promote reading and awareness.
Policy Advocacy	Works with government and UGC for library legislation, pay scales, and national library policy.

5.20.5 PUBLICATIONS

Publication	Description
Journal of Indian Library Association (JILA)	Quarterly, peer-reviewed journal publishing scholarly LIS articles.
ILA Newsletter	Monthly bulletin reporting ILA news, professional updates, and library events.
Conference Proceedings	Annual documentation of All India Library Conference papers (since 1978).

Example:

Research papers from the ILA Conference Proceedings are cited in LIS education and policy research.

5.20.6 CONTINUING EDUCATION PROGRAMMES

- **Purpose:** To upgrade professional skills of working librarians.
- **Nature:** Workshops, refresher courses, and short-term training programmes on:
    - Digital Libraries
    - Metadata and Cataloguing Standards
    - Information Literacy and E-resources
    - Library Automation Tools (e.g., Koha, DSpace)

Example:

ILA collaborated with universities to conduct workshops on **DSpace and digital repository management**.

5.20.7 AWARDS & FELLOWSHIPS

Award / Fellowship	Purpose / Recognition
ILA–Kaula Best Librarian Award	For outstanding contribution to LIS profession.
ILA–Vendanaikee Fellowship	For promoting professional development and training.
ILA–C. D. Sharma Award	For best LIS research contribution.
ILA–A. G. Verghese Award	For innovative practices in library management.
ILA–Dr. K. Padma & Dr. S. K. Umapathy Fellowship	For excellence in LIS education and research.
ILA–Dr. L. M. Padhya Best University Library Award	For best-managed university library in India.
ILA–S. M. Ganguly Award	For contribution to library cooperation and networking.

Example:

In 2020, a university librarian received the **Kaula Best Librarian Award** for developing open-access repositories and promoting research support services.

5.20.8 PROFESSIONAL ISSUES & POLICY INITIATIVES

- **Library Legislation:** Advocates with state governments for enactment of public library laws.

- **National Policy on Library and Information Systems (NPLIS):** ILA initiated discussions that led to Government of India forming a committee for national policy.
- **Pay Scales and Service Conditions:** Worked with **UGC** and **Department of Culture** to improve librarians' service conditions.
- **Resolutions and Recommendations:** Each conference adopts resolutions on LIS reforms, which are pursued with authorities.

Example:

ILA's persistent advocacy contributed to the formation of the **Raja Ram Mohun Roy Library Foundation (RRRLF)**.

5.20.9 PARTICIPATION IN OFFICIAL & INTERNATIONAL BODIES

Organization	ILA's Role / Representation
Raja Ram Mohun Roy Library Foundation (RRRLF)	Member in policy and grant allocation discussions.
National Book Trust (NBT)	Collaborates on reading promotion and book fairs.
World Book Fair Committee	Organizes LIS exhibitions and seminars.
National Bureau of Standards	Contributes to LIS standards development.
IFLA & COMLA	Represents India internationally; hosted IFLA 1992 in New Delhi.

Example:

ILA hosted the **IFLA General Conference (1992)** and **International Conference on Ranganathan's Philosophy (1985)**.

5.20.10 RELATIONSHIP WITH OTHER ASSOCIATIONS

- Works closely with **IASLIC**, **IATLIS**, and various **State Library Associations**.
- Plays a key role in **JOCLAI (Joint Council of Library Associations of India)** — a collaborative platform for common professional issues.
- Maintains global linkages with **IFLA**, **FID**, and **UNESCO**.
- Translated the **UNESCO Public Library Manifesto** into 15 Indian languages.

Example:

Through JOCLAI, ILA and IASLIC jointly advocated for inclusion of **libraries in the National Knowledge Commission's recommendations.**

5.20.11 FUTURE PERSPECTIVES

Focus Area	Future Vision / Plan
Knowledge Society	Strengthen libraries as knowledge hubs for the digital era.
National Commission on Libraries	Participate in policy formulation and implementation.
Library Census	Support data-driven planning for all libraries in India.
Public–Private Partnerships	Encourage collaboration for LIS infrastructure and training.

Translation & Accessibility	Promote translation of learning materials into Indian languages.

Example:

ILA aims to work with the **National Knowledge Commission (NKC)** to build a **National Digital Library Network** integrating all Indian libraries.

5.20.12 CONCLUSION

The **Indian Library Association (ILA)** has been the **voice and backbone** of Indian librarianship since 1933.

It has:

- Elevated LIS education and professional standards.
- Promoted library legislation and cooperation.
- Represented Indian librarians globally.
- Fostered a spirit of research, ethics, and service.

As India advances toward a **knowledge-based society**, the ILA continues to lead the profession toward **innovation, inclusion, and integrity**.

5.21 INDIAN ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION CENTRES (IASLIC)

5.21.1 INTRODUCTION

- **Full Name:** Indian Association of Special Libraries and Information Centres
- **Established:** 1955, Kolkata
- **Type:** Registered Society
- **Modelled After:**
  - *ASLIB* (UK) – Association for Information Management
  - *SLA* (USA) – Special Libraries Association
- **Purpose:** Promote the growth, cooperation, and professional excellence of **special libraries and information centres** across India.
- **Founder Meeting:** Chaired by **Dr. S. L. Hora** on 25 June 1955 in Calcutta; officially formed on 3 September 1955.

5.21.2 OBJECTIVES OF IASLIC

Objective	Explanation / Example
1. Research and Studies	Undertakes and supports LIS research and surveys. *Example:* Studies on automation in industrial libraries.
2. Organise Seminars & Conferences	Holds national/regional events, biennial conferences.
3. Publish Professional Literature	Journals, newsletters, proceedings, manuals, and reports.
4. Short-term Training	Conducts need-based courses for skill enhancement.
5. Coordination with Other Bodies	Collaborates with ILA, BIS, NISSAT, etc.
6. Other Supportive Activities	Any initiative that strengthens LIS practice and policy.

5.21.3 ORGANISATIONAL STRUCTURE

Component	Description

Membership Categories	Donor, Life, Ordinary, and Institutional Members.
Governing Body (3-year term)	President, 6 Vice-Presidents, General Secretary, Treasurer, 3 Joint Secretaries, Librarian, 47 Members, and 6 Institutional Members.
Committees	Executive & Finance Committees appointed by the Council.
Main Divisions (7)	1. Library Division 2. Education Division 3. Information Services Division 4. Publications & Publicity Division 5. Study Circle Division 6. SIG Division (Special Interest Groups) 7. Serial Division

5.21.4 MAJOR ACTIVITIES

Activity	Details / Example
Biennial Seminar & Annual Conference	Held alternately across India; hosted by universities or LIS departments.
Special Interest Groups (SIGs)	Focus areas include Industrial Info, Social Science Info, Informatics, LIS Education, etc.
Lectures & Workshops	*Ranganathan Memorial Lecture* (since 1993) and other invited talks.
Study Circle (Kolkata)	Monthly meetings for technical and professional discussions.
Golden Jubilee (2005)	Celebrated with an International Conference in Mumbai.

5.21.5 PUBLICATIONS

Publication	Description / Example
IASLIC Bulletin	Started 1956; quarterly peer-reviewed journal on LIS theory and practice.
IASLIC Newsletter	Monthly bulletin covering professional news and association updates.
Indian Library Science Abstracts (ILSA)	Annual abstracting journal covering Indian LIS literature.
Other Publications	Books, monographs, conference proceedings, directories, and annual reports.

5.21.6 INFORMATION SERVICES

Service	Details / Example
Translation Service	Translates documents from Russian, German, French, Chinese, and Japanese.
Bibliographic Compilation	Prepares specialized bibliographies for research use.
Imaging & Archiving	Digitises and preserves rare documents.
Consultancy Services	Non-profit support for cataloguing, classification, and database creation.
Automation Assistance	Helps libraries with retrospective conversion and preservation projects.

5.21.7 AWARDS AND RECOGNITION

Award	Purpose / Example
Best Librarian of the Year	Recognises excellence in library management and innovation.
Best LIS Teacher Award	For contributions to LIS education.
Best Young Teacher Award	Encourages emerging LIS educators.
Lifetime/Retired Librarian Award	Honours lifelong service to the profession.

Best Article Award	For outstanding LIS research publication.

Example:

In 2019, IASLIC's *Best Librarian Award* went to a librarian who led digital repository initiatives in a scientific institute.

5.21.8 PROFESSIONAL ISSUES & ADVOCACY

Focus Area	Action / Impact
Code of Ethics	Drafted ethical guidelines for LIS professionals.
Interlibrary Loan Code	Promoted national cooperation in document sharing.
Professional Standards	Advocates improved pay scales and service conditions.
Library Development Policy	Submits recommendations to authorities for system improvements.

Example:

IASLIC submitted memoranda to government bodies on *national information policy* and *salary parity for LIS staff*

5.21.9 EDUCATION AND TRAINING

- Conducts **continuing education programmes**:
  - Workshops
  - Seminars
  - Round tables
  - Short-term certificate courses
- Organised in collaboration with:
  - **Universities** (e.g., University of Calcutta, Delhi University)
  - **National Library of India**
  - **Other professional associations (ILA, SALIS)**

5.21.10 RELATIONS WITH OTHER BODIES

Collaborative Body	Nature of Collaboration
Indian Library Association (ILA)	Joint initiatives through JOCLAI for national policy.
NISSAT	Cooperated on information systems and research projects.
Bureau of Indian Standards (BIS)	Member of Documentation & Information Committee (ISI/EC2).
Raja Ram Mohun Roy Library Foundation (RRRLF)	Joint celebration of Librarians' Day (12th August).
Special Libraries Association (SLA) – Asian Chapter	Co-hosted International Conference of Asian Special Libraries (2008).

Example:

IASLIC jointly celebrates **Dr. S. R. Ranganathan's birth anniversary** with **BLA**, **RRRLF**, and other regional bodies every year.

5.21.11 CREATIVE MIND MAP SUMMARY (KEY TAKEAWAYS)

IASLIC: Founded 1955 – HQ Kolkata

→ **Objectives:** Research | Training | Conferences | Publications | Collaboration

→ **Structure:** 7 Divisions | Elected Body | SIGs | Study Circle

→ **Activities:** Biennial Seminars | Memorial Lectures | Technical Discussions

→ **Publications:** IASLIC Bulletin | Newsletter | Indian Library Science Abstracts

→ **Services:** Translation | Bibliographies | Archiving | Consultancy

→ **Awards:** Best Librarian | Best Teacher | Best Article

→ **Education:** Training, Workshops, Continuing Programs

→ **Alliances:** ILA | BIS | NISSAT | SLA | JOCLAI

→ **Advocacy:** Code of Ethics | Professional Standards | Library Cooperation

5.21.12 CONCLUSION

IASLIC stands as **India's leading organisation** for **special and research libraries**, bridging **academic, industrial, and government information systems**.

It has:

- Strengthened LIS research and publications.
- Advanced professional ethics and training.
- Fostered cooperation between special libraries and national bodies.

IASLIC's enduring role in shaping **special librarianship** and **information management** in India makes it a cornerstone of the country's library movement.

5.22 AMERICAN LIBRARY ASSOCIATION (ALA)

Founded: 1876 (Chicago) — oldest and largest library association in the world.

Founding moment: Melvil Dewey and 102 other library activists at Philadelphia centennial meeting.

Objectives (core, in brief):

- Increase awareness and public support for libraries.
- Update and promote the image of libraries and library staff for the 21st century.
- Provide tools and campaigns for advocacy and public relations.
- Support all types of libraries with resources, messages, and rapid response to issues (e.g., funding cuts).

5.23 CHARTERED INSTITUTE OF LIBRARY AND INFORMATION PROFESSIONALS (CILIP)

Formed: 2002 (by the merger of the Library Association and the Institute of Information Scientists); successor to long UK professional lineage.

Nature: Chartered professional body for library, information and knowledge professionals in the UK.

Origins & Charter:

- Emerged from historic UK bodies with royal / chartered recognition; provides professional accreditation and standards.

Objectives (condensed):

- Advance knowledge, skills and standards of the profession.
- Promote public understanding of the value of information and knowledge services.
- Support professional registration, continuous learning and ethical practice.
- Influence public policy and funding affecting information services.

Examples (practical):

1. CILIP awards a "Public Library Innovation" prize to a municipal library that launched a digital inclusion programme.
2. CILIP runs a professional registration course and issues Chartered status to senior professionals.
3. CILIP produces policy submissions to the UK government on public library funding and digital skills.
4. CILIP publishes guidance on ethical practice and information literacy standards.

5.24 COMPARISON — ALA vs CILIP

Aspect	ALA (USA)	CILIP (UK)
Founded	1876	2002 (merger; long predecessor history)
Nature	Largest global library association; membership & divisions model	Chartered professional body for library & info professionals
Focus	Advocacy, large-scale conferences, publications, grants	Professional accreditation, standards, policy influence, chartered status
Key Activities	Annual Conference, Midwinter, publications, awards, international programs	Professional registration, CPD, policy briefs, awards, member services
Publications	American Libraries; many division journals	Policy reports, professional guidance, member journals/newsletters
International role	Active in IFLA; global assistance & exchanges	Influential in UK policy; collaborates internationally on standards

5.27 CHARTERED INSTITUTE OF LIBRARY AND INFORMATION PROFESSIONALS (CILIP)

5.27.1 INTRODUCTION

- **Full Name:** Chartered Institute of Library and Information Professionals (CILIP)
- **Established:** 2002 (Merger of the *Library Association (UK)* and *Institute of Information Scientists*)
- **Headquarters:** London, United Kingdom
- **Nature:** The **leading professional body** for library and information professionals in the UK.
- **Purpose:** Provides **career-long support** — from education, training, and certification to advocacy, policy, and ethics.

Example:

CILIP assists a student joining library school, supports them in achieving professional chartership, and provides career guidance throughout their working life.

5.27.2 OBJECTIVES

Main Aims:

- **Promote Excellence:** Set and monitor standards in creation, management, and sharing of information and knowledge.
- **Ensure Equality of Access:** Uphold the right to access information, ideas, and imagination as essential to democracy and culture.
- **Support Professional Standards:** Enable members to maintain high ethical and technical standards in all library and information work.
- **Encourage Activism & Modern Professionalism:** Build a strong, active community that adapts to new information environments.

Example:

CILIP campaigns for open access to information resources and equal opportunity for digital inclusion in UK public libraries.

5.27.3 ORGANISATION

Aspect	Details
Membership	Open to anyone working with knowledge, information, or library services.
Categories	Student, Member, Chartered Member (MCLIP), Fellow (FCLIP).
Governance	The **Council** (12 Trustees) operates under the **Royal Charter**; includes elected President and Councillors.
Special Interest Groups (SIGs)	Professional networks under themes or subjects.

Examples of SIGs:

- Academic & Research Libraries Group
- Cataloguing & Indexing Group
- Career Development Group
- Community, Diversity & Equality Group
- Government Information Group
- Education Librarians Group
- Aerospace & Defence Libraries Group

Example:

A librarian from the legal field may join the *Commercial, Legal & Scientific Information Group* for focused learning and networking.

5.27.4 ACTIVITIES

- **Conferences:**
  - One-day and multi-day events featuring experts and technology demonstrations.
  - Includes *Umbrella Conference* (biennial national event).
- **InForum Workshops:**
  - Discussion and networking sessions among professionals.
  - Combines online and face-to-face collaboration.
- **Networking & Exhibitions:**
  - Managed events with participation from technology vendors, publishers, and educators.

Example:

The *Umbrella Conference* brings together hundreds of LIS professionals to discuss innovation in libraries and information technology.

5.27.5 EDUCATION AND TRAINING

- **Core Principle:** Continuous professional development (CPD).
- **Professional Pathways:** Certification → Chartership → Fellowship → Revalidation.
- **Training Division:** *CILIP Training & Development* offers over **120 annual courses** on **90+ topics**.
- **Formats:** One- and two-day onsite courses, online modules, tailored workshops.
- **Popular Topics:** E-books, collection care, indexing, digital preservation, information services, and metadata.
- **Professional Knowledge and Skills Base (PKSB):**
    - Framework outlining competencies needed in modern LIS work.
    - Used for self-assessment, planning, and job evaluation.

Example:

A librarian uses the *PKSB* to evaluate their digital cataloguing skills and select a relevant CILIP course for improvement.

5.27.6 PUBLICATIONS

Publication	Details
CILIP Update Magazine	Monthly publication (print + digital) featuring articles, news, and interviews.
Facet Publishing	CILIP's global publishing arm; produces over 200 LIS books.
Digital Edition Features	Interactive web links, early release before print version.

Example:

CILIP Update reports on new trends such as AI in library metadata management or public library outreach models.

5.27.7 AWARDS

Purpose: To promote excellence, creativity, and public service in library work.

Examples of Awards:

- **International Library & Information Group Award** – Recognises outstanding contribution to global librarianship.
- **PPRG Marketing Excellence Award** – For innovation in library marketing and community engagement.

Example:

A local council library wins the *Marketing Excellence Award* for promoting reading through digital storytelling workshops.

5.27.8 INFORMATION AND ADVICE SERVICES

Support Offered to Members:

- **Professional Help:** Guidance on pay scales, job evaluation, redundancy, and employment law.

- **Helplines & Resources:** Access to *The Work Foundation Employment Law Helpline* for confidential issues.
- **Current Awareness Services (CAS):** Updates on LIS trends, research, and law.
- **Online Databases (Access for Members):**
    - *Emerald Journals*
    - *LISA (Library and Information Science Abstracts)*
    - *LISTA (ProQuest)*
    - *IRWI (Information Research Watch International)*
    - *JOLIS (Journal of Library and Information Science)*

Legal Support:

- "**Keeping Within the Law**" – online service helping members manage **copyright, licensing, and intellectual property risks**.

Example:

A member facing copyright concerns about digitising archival material can consult *Keeping Within the Law* for step-by-step compliance guidance.

5.28 INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA)

5.28.1 INTRODUCTION

- **Full Name:** International Federation of Library Associations and Institutions (IFLA)
- **Founded:** 1927, Edinburgh, Scotland
- **Registered:** 1971, Netherlands
- **Headquarters:** Royal Library (National Library of the Netherlands), The Hague
- **Membership:** Over 1,600 members from around 150 countries
- **Nature:** Independent, non-governmental, non-profit global organization
- **Significance:** Acts as the **global voice** of the **library and information profession**, promoting cooperation, freedom of access, and cultural preservation.

Example:

IFLA shapes international library policies, such as the **UNESCO Public Library Manifesto** and **IFLA Internet Manifesto**.

5.28.2 OBJECTIVES

Main Aim:

Promote international **cooperation, education, research, and development** in the field of library and information services.

Specific Objectives:

1. **Promote global collaboration** in information services and research.
2. **Protect and preserve cultural heritage** — written, printed, and digital.

3. **Encourage free access to information and freedom of expression.**
4. **Support equality and inclusiveness** across all members and communities.

Core Values:

- Freedom of access to information and freedom of expression.
- Universal and equitable access for all individuals and communities.
- High-quality library services as a guarantee of intellectual freedom.
- Participation of all members without discrimination.

Example:

IFLA's **FAIFE Programme** (Free Access to Information and Freedom of Expression) actively monitors censorship and promotes intellectual freedom globally.

5.28.3 ORGANISATION

Component	Description
Membership Types	1. *Association Members* (library associations, LIS bodies) 2. *Institutional Members* (libraries, information services) 3. *International Association Members* (global organisations) 4. *Personal Affiliates* (individual professionals – non-voting)
General Council	Supreme governing body; elects President and Governing Board members; meets annually.
Governing Board	Responsible for overall direction; includes President, President-elect, 10 elected members, 9 from Professional Committee, and up to 3 co-opted members.
Executive Committee	Handles daily operations between Board meetings; includes senior officers and Secretary General.
Professional Committee	Coordinates professional programmes, divisions, and sections.
Divisions & Sections	8 Divisions covering different types of libraries, LIS fields, and regions.
Regional Sections	Africa, Asia & Oceania, Latin America & Caribbean – manage regional development and cooperation.
Special Interest Groups (SIGs)	Temporary or ongoing groups discussing focused issues or emerging trends.

Examples of SIGs:

- E-learning
- Indigenous Matters
- Semantic Web
- Environmental Sustainability and Libraries
- Women, Information, and Libraries
- Library History
- RFID Technology in Libraries

Example:

The *SIG on E-learning* helps libraries develop digital learning strategies and virtual user education models.

5.28.4 ACTIVITIES

1. Annual World Library and Information Congress (WLIC):

- Global conference held annually in different cities.

- Over 3,000 participants discuss professional issues, exchange knowledge, and explore new technologies.

2. Core Activities:

- **ALP:** Action for Development through Libraries Programme – focuses on developing countries.
- **PAC:** Preservation and Conservation Programme – ensures long-term safeguarding of materials.
- **ICABS:** Alliance for Bibliographic Standards – maintains international cataloguing and metadata standards.
- **UNIMARC:** Promotes universal bibliographic standards.
- **FAIFE:** Free Access to Information and Freedom of Expression – monitors censorship, supports intellectual freedom.
- **CLM:** Committee on Copyright and Legal Matters – addresses copyright and intellectual property issues.

3. Workshops & Seminars:

Organised throughout the year by IFLA divisions and regional offices.

Example:

The *ALP programme* trains librarians in Africa and Asia on community information services and literacy promotion.

5.28.5 PUBLICATIONS

Publication	Description
IFLA Journal	Quarterly publication featuring global LIS research, news, and case studies.
Council Report	Biennial report summarising achievements in access, preservation, standards, and development.
IFLA Publications Series	Published by K.G. Saur Verlag (Germany); includes professional books and guidelines.
Professional Reports	Best practice documents, conference proceedings, and working papers.

Examples of Titles:

- *Intelligent Library Buildings*
- *Adapting Marketing to Libraries in a Changing Environment*
- *Guidelines for Easy-to-Read Materials*

Example:

The *IFLA Journal* frequently publishes articles on open access policies, data curation, and global library collaboration.

5.28.6 AWARDS FOR EXCELLENCE

Main Awards:

1. **Dr. Shawky Salem Conference Grant** – supports participation of developing-country librarians in conferences.
2. **Margreet Wijnstroom Fund** – for regional library development projects.
3. **Jay Jordan IFLA/OCLC Early Career Fellowship** – for young professionals.
4. **IFLA International Marketing Award** – recognises innovative library marketing practices.

5. **Guust van Wesemael Literacy Prize** – honours contributions to literacy and reading promotion.

Example:

An Indian librarian winning the *Jay Jordan IFLA/OCLC Fellowship* may visit U.S. libraries for professional exposure and training.

5.28.7 RESOURCES AND FUNDING

- **Main Income Sources:**
  - Membership fees (about 80%)
  - Sales of publications
  - Donations and grants from foundations, governments, and UNESCO
  - Corporate partnerships and national library contributions
- **Support Network:**
  - 20 national libraries fund core activities.
  - 6 national/university libraries host programmes and headquarters.

Example:

The *Danish Government* provided major funding for the establishment of FAIFE in 1998.

5.28.8 IFLANET (IFLA Web Platform)

- Hosted by **INIST (France)**.
- Primary online source for IFLA updates, publications, guidelines, and conference information.
- Facilitates **global communication**, document sharing, and access to professional resources.

Example:

Researchers can download IFLA standards (e.g., for metadata or preservation) directly from *IFLANET*.

5.29 INTERNATIONAL ORGANISATIONS — UNESCO

5.29.1 What is UNESCO? (one-line)

United Nations Educational, Scientific and Cultural Organization — founded 1945; promotes international cooperation in education, science, culture and communication; HQ works to conserve and widen access to documentary heritage.

5.29.2 Core aims (bullet form)

1. Promote international cooperation in education, science, culture and communication.
2. Protect and preserve the world's documentary and cultural heritage.
3. Ensure freedom and equitable access to information and ideas.
4. Build Member States' human and institutional capacities.

5.29.3 Key declarations/manifestos (short)

- **Public Library Manifesto (1994):** public libraries = local gateways to knowledge; supports reading, lifelong learning, cultural awareness and access to community information.
  Example: national campaigns encouraging local governments to fund public libraries and reading programmes.

- **School Library Manifesto (1999):** school libraries support curricula, foster reading and information literacy.

  Example: school resource centres supplying curriculum support materials and teaching information skills.

5.29.4 Major programmes & tools (short with examples)

1. **Memory of the World (1992):** identify, preserve and improve access to documentary heritage (manuscripts, archives, film).

   Example: digitisation projects of endangered manuscripts; world register of documentary heritage.
2. **Records & Archives Management Programme (RAMP):** strengthen archival infrastructures (legislation, training).

   Example: advisory missions to set up national archives and records laws.
3. **Community Multimedia Centres (CMC):** combine community radio + telecentre (Internet, e-mail) for local development.

   Example: a rural CMC running radio-browsing shows answering listeners' web queries.
4. **Software tools — CDS/ISIS & IDAMS:** free/freely available database and statistical tools for small/medium libraries and centres.

   Example: a small national bibliography run on CDS/ISIS; a survey analysed using IDAMS.
5. **E-Heritage / Charter for the Preservation of Digital Heritage:** standards and guidelines to preserve born-digital materials.

   Example: national libraries adopting digitisation and preservation policies for websites and e-journals.
6. **Information for All Programme (IFAP) — since 2001:** fights the digital divide; promotes information literacy, local content, standards and networks.

   Example: IFAP projects training teachers in ICT and information literacy in underserved regions.

5.30 NATIONAL ORGANISATIONS — UNIVERSITY GRANTS COMMISSION (UGC)

5.30.1 INTRODUCTION

- **Full Name:** University Grants Commission (UGC)
- **Established:** 1956, under an Act of Parliament
- **Type:** Statutory body under the Ministry of Education (Government of India)
- **Headquarters:** New Delhi
- **Nature:** Apex national organisation for **coordination, determination, and maintenance** of standards of higher education in India.
- **Acts as a bridge:** Between the **Union and State Governments** and **universities/colleges**.

Example:

UGC allocates funds, frames educational policies, and monitors the quality of teaching, research, and infrastructure in universities.

5.30.2 OBJECTIVES

Main functions (as per Section 12 of the UGC Act, 1956):

1. Promote and coordinate university education.
2. Maintain standards of teaching, examination, and research.
3. Disburse grants to universities and colleges.
4. Advise Central and State Governments on higher education matters.
5. Frame regulations on minimum qualifications of teachers and courses.

Example:

UGC prescribes qualifications for Assistant Professors and Librarians in universities and colleges across India.

5.30.3 ROLE IN LIBRARY AND INFORMATION SERVICES

UGC plays a **major role** in the promotion, coordination, and modernisation of **university and college libraries** by funding and policy support.

Key initiatives include:

a) **Financial Assistance to Libraries**

b) **Curriculum Development Committee (CDC)** on Library & Information Science

c) **Establishment of National Information Centres**

d) **Creation of INFLIBNET**

e) **Modernisation of University Libraries**

f) **National Review Committee on Libraries**

a) FINANCIAL ASSISTANCE TO UNIVERSITY AND COLLEGE LIBRARIES

Purpose:

To strengthen infrastructure and resources in university and college libraries.

UGC support areas:

1. **Acquisition of books and journals** – for students, teachers, and researchers.
2. **Library infrastructure development** – buildings, furniture, and equipment.
3. **Book Bank Scheme:**
    - Introduced to help **poor and deserving students**.
    - Libraries received grants to buy multiple copies of **costly textbooks**.
    - Books issued for long-term study against a small refundable deposit.
    - (Note: This scheme is no longer operational under UGC.)

Example:

A state university library received UGC funds to expand its reading room and purchase foreign journals in science and technology.

b) CURRICULUM DEVELOPMENT COMMITTEE (CDC) ON LIS

Established: 1990

Purpose:

To **restructure and standardise** Library and Information Science (LIS) education in India.

Key recommendations:

1. Uniform syllabus framework for LIS courses.
2. Admission policy and intake capacity guidelines.
3. Ideal teacher–student ratio and faculty strength.
4. Integration of **Information Technology** and modern teaching aids.
5. Regular revision through the **UGC LIS Panel** for curriculum updates.

Example:

The CDC's recommendations led to the inclusion of **Information Retrieval Systems** and **Digital Libraries** as compulsory papers in LIS courses.

c) ESTABLISHMENT OF NATIONAL INFORMATION CENTRES

Objective:

To provide **specialised information access** and **bibliographic support** to teachers, researchers, and scholars in selected subject areas.

Functions:

- Develop subject-based databases.
- Offer **reference, documentation, and current awareness services** (CAS).
- Promote the use of ICT in research.

Three main centres established:

Centre	Discipline Covered	Institution
1. National Centre for Science Information (NCSI)	Physical, Applied & Natural Sciences	Indian Institute of Science, Bangalore
2. Social Sciences Information Centre	Social Sciences & Humanities	M.S. University, Baroda
3. SNDT Women's University Centre	Social Sciences & Humanities	Mumbai

Example:

The NCSI (IISc Bangalore) developed computerised bibliographic databases for scientific research, aiding researchers nationwide.

d) ESTABLISHMENT OF INFLIBNET

Full form: Information and Library Network Centre

Founded by UGC: 1991 (headquartered in Gandhinagar, Gujarat)

Purpose:

- Link all university libraries through a **network** for information resource sharing.
- Promote **automation, digitisation, and e-resources** in academic libraries.

Example:

Universities across India access online journals and databases via **UGC-INFONET** managed by INFLIBNET.

d) ESTABLISHMENT OF INFLIBNET (Information and Library Network)

Established by: UGC in **April 1991**

Headquarters: Ahmedabad (initially under IUCAA, Pune)

Nature: A **national library and information network** connecting universities, colleges, R&D institutions, and other academic bodies.

Main Aim:

To create a **computer-communication network** of libraries for **resource sharing** and **efficient access to information** across India.

Key Objectives:

1. Link libraries of higher education and research institutions.
2. Promote **resource sharing** (books, journals, databases).
3. Support **cataloguing, bibliographic databases, and document delivery**.
4. Develop **digital library infrastructure** for academic and research communities.

Services Provided:

a) **Catalogue-based services** – access to online catalogues (OPACs) of member libraries.

b) **Database services** – creation and sharing of bibliographic and full-text databases.

c) **Document delivery** – providing copies of research papers and reports.

d) **Collection development** – coordinating library acquisitions and subscriptions.

e) **Communication-based services** – enabling e-mail and online collaboration between libraries.

Example:

A researcher in Delhi University can locate and request a thesis or journal available at IIT Bombay through **INFLIBNET's online network**.

Impact:

- Brought **digital connectivity** among Indian universities.
- Enabled **UGC-INFONET e-resources access** for research and learning.
- Became a backbone of the **National Library and Information Services Infrastructure**.

e) MODERNISATION OF UNIVERSITY LIBRARIES

Objective:

To **computerise and modernise** library operations and connect university libraries to **INFLIBNET** for efficient services.

UGC Support (1994–96):

- **₹2 crore** to each Central University Library.
- **₹50 lakh** to pre-independence State University Libraries.

5.32 NATIONAL ORGANISATION — RAJA RAMMOHUN ROY LIBRARY FOUNDATION (RRRLF)

5.32.1 INTRODUCTION

- **Established:** May 1972
- **Founded by:** Department of Culture, Government of India
- **Status:** Central **autonomous organisation** under the **Ministry of Culture**
- **Headquarters:** Kolkata
- **Zonal Offices:** Kolkata, New Delhi, Mumbai, Chennai
- **Role:** Nodal agency for promoting, supporting, and coordinating **public library services and movement** in India.

Key Point:

RRRLF acts as the **main government partner** for state-level library development and is the **funding and advisory body** for public libraries.

Example:

It provides financial assistance to state governments for setting up rural libraries and mobile library vans.

5.32.2 GOVERNING STRUCTURE

- **Policy Body:** The *Foundation* (22 members)
- **Chairman:** Minister of Culture or nominee
- **Members:** Eminent librarians, educationists, administrators, and officials.
- **State Coordination:**
    - Works through **State Library Planning Committees (SLPC/SLC)** in each state.
    - States/UTs must **contribute matching funds** to avail RRRLF assistance.

Example:

Kerala's State Library Planning Committee collaborates with RRRLF to expand public library networks across districts.

5.32.3 OBJECTIVES OF RRRLF

1. Promote the **library movement** throughout India.
2. Help evolve a **National Library Policy** and build a **National Library System**.
3. Provide **financial and technical assistance** to libraries.
4. Support **organisations and institutions** working for library development.
5. Publish literature, research, and documentation on library services.
6. Promote **research and consultancy** in library development.
7. Advise the **Government of India** on national library matters.

Example:

RRRLF was instrumental in preparing the **National Policy on Library and Information System (NAPLIS)**.

5.32.4 ASSISTANCE PROGRAMMES

RRRLF provides both **matching** and **non-matching** grants to libraries and institutions.

A) Matching Assistance

(Funds shared between RRRLF and State Governments)

Support Areas:

- Purchase of **books and reading materials**.
- Development of **rural book deposit centres** and **mobile library services**.
- Organisation of **seminars, workshops, exhibitions**, and reading awareness programmes.
- Purchase of **furniture, equipment**, and **library automation tools**.
- Expansion of **library buildings** and reading spaces.
- Acquisition of **computers, TVs, CD/DVD players** for educational use.

Funding Ratios:

- **Developed States:** 50 : 50
- **Developing States:** 60 : 40
- **North-Eastern States:** 90 : 10

Example:

A district library in Mizoram receives 90% of its development cost from RRRLF and contributes 10% from the state government.

B) Non-Matching Assistance

Support Areas:

- Direct supply of books through **central selection**.
- Grants to **NGOs and voluntary organisations** promoting library services.
- Funding for **children's sections**, **senior citizen corners**, and **neo-literate readers**.
- Support for **library jubilees and anniversaries**.
- Organisation of **seminars/conferences** by universities or professional bodies.
- Collection of **library statistics** and research data.
- Support for **centrally sponsored libraries**.
- Establishment of **RRRLF Children's Corners** in major public libraries.

Example:

An NGO running a community reading centre in Rajasthan may receive non-matching aid for children's books and furniture.

5.32.5 PROMOTION OF DISTRICT YOUTH RESOURCE CENTRES (DYRCs)

Support Areas:

1. Purchase of books and learning materials.
2. Acquisition of storage racks and library furniture.
3. Construction of library buildings.
4. Installation of computers with accessories.

Example:

A DYRC in Assam was established to promote reading habits and ICT awareness among local youth through RRRLF funding.

5.32.6 PROMOTIONAL ACTIVITIES

Key Initiatives:

- Preparation of **National Policy on Library and Information System (NAPLIS)**.
- Issued **guidelines** on public library organisation and services.
- **Raja Rammohun Roy Award** for best research article on public library systems.
- **Annual Awards:**
    - Best State Central Library (1)
    - Best District Libraries (6)
    - **Best Rural Library Award** (1 per state)
- **RRRLF Fellowship:**
    - Given to 5 individuals for distinguished contributions to public library movement or reading culture.

Example:

A librarian leading a rural literacy programme in Odisha may be honoured with the RRRLF Fellowship for promoting community reading.

5.32.7 RESEARCH PROJECTS

- Conducts studies on **public library problems and policies**.
- Provides **consultancy services** to the government and library bodies.
- Notable research: *Report on Loss of Books in Libraries* (for the Government of India).

Example:

RRRLF analysed theft and loss patterns in public libraries and suggested inventory control methods.

5.32.8 PUBLICATIONS

Major Publications:

- *Indian Libraries: Trends and Perspectives*
- *Raja Rammohun Roy and the New Learning*
- *Directory of Indian Public Libraries*
- *Granthana* – Indian Journal of Library Studies (biannual)
- *RRRLF Newsletter* (bimonthly)
- *Books for the Millions at Their Doorsteps* (manual)

Example:

Granthana publishes case studies on digital transformation in rural libraries.

5.32.9 RRRLF DIGITAL LIBRARY INITIATIVE

Objective:

Digitisation of rare and heritage materials in Indian public libraries.

Key Features:

- **Digitisation of pre-independence newspapers, manuscripts, journals.**
- Creation of a **National Digital Repository** for access to rare, copyright-free works.
- Collaboration with **CDAC** and **NIC** for technical support.

Example:

CDAC digitised **8,896 rare books and journals** at *Rabindra Bhavan, Visva-Bharati University*.

Goal:

Integrate the repository with the **National Digital Preservation Programme** to provide open access.

5.32.10 SKILL DEVELOPMENT PROGRAMME

Purpose:

To train librarians and enhance public library management through a **three-tier system**.

Level	Target Group	Focus Areas
Level 1	Senior officers/policy makers	Public library policy, strategic planning
Level 2	Middle-level staff (State & District Libraries)	ICT, administration, management skills
Level 3	Frontline staff	Day-to-day operations, user interaction, upkeep, local language training

Example:

RRRLF conducts hands-on ICT workshops for district librarians in Tamil Nadu focusing on library automation and digital literacy.

5.33 GLOBAL INFORMATION SYSTEMS — UNISIST (United Nations Information System in Science and Technology)

5.33.1 INTRODUCTION

- **Full Name:** UNISIST – *United Nations Information System in Science and Technology*
- **Launched by:** UNESCO in **1973**
- **Also known as:** *World Scientific Information System Programme*
- **Nature:** A **conceptual framework** for creating an **international information network**, not an operational system.
- **Focus Area: Scientific and Technological Information (STI)**

Example:

UNISIST aims to make scientific research and technological information globally accessible through cooperative international systems.

5.33.2 OBJECTIVES OF UNISIST

Broad Goals:

1. Promote **international cooperation** in scientific and technical information exchange.
2. Develop **national and international information networks**.
3. Strengthen **institutions and manpower** engaged in information work.
4. Encourage **national information policies** in member countries.
5. Assist developing nations in building **information infrastructure** and expertise.
6. Improve **tools and technologies** for information transfer and retrieval.

Example:

UNISIST helped developing countries establish science information centres and trained library staff in modern information handling.

5.33.3 ADMINISTRATIVE STRUCTURE

- **Governing Body:** *Inter-Governmental Council* at **UNESCO Headquarters**, Paris.
- **National Coordination:**
  - Each member country appoints a **National Focal Point**.
  - A **UNISIST National Committee** ensures collaboration with UNESCO.

Example:

In India, the **NISSAT (National Information System for Science and Technology)** acts as the **National Focal Point** for UNISIST.

5.33.4 KEY CONTRIBUTIONS AND ACHIEVEMENTS

UNISIST has contributed to:

1. **Information Policy Awareness** – Encouraged countries to develop national information policies.
2. **Infrastructure Development** – Helped establish specialised information systems and networks.
3. **Training and Manpower Development** – Conducted workshops and fellowships for library and information professionals.
4. **Standardisation** – Promoted norms and standards for cataloguing, indexing, and documentation.
5. **Pilot Projects** – Supported experimental information systems using modern technology.

Example:

UNISIST helped establish **science documentation centres** in Africa and Asia to strengthen scientific communication.

5.33.5 MAJOR INTERNATIONAL CONFERENCES

Conference	Year	Focus / Outcome
UNISIST I	1971	Formulated recommendations for world scientific information cooperation.
NATIS	1974	Promoted the idea of **National Information Systems**.
UNISIST II	1979	Evaluated progress and recommended stronger ICT use in information sharing.

These conferences led to inclusion of UNISIST's goals in **UNESCO's Medium-Term Plans (1977–1982, 1984–1989)**.

Example:

After UNISIST II, many countries adopted **machine-readable cataloguing** and **networked databases**.

5.33.6 ASSOCIATED UNESCO PROGRAMMES AND SYSTEMS

UNESCO, through UNISIST and its **PGI (General Information Programme)**, developed several specialised databases and systems:

1. **DARE** – Data Retrieval System for Documentation in Social and Human Sciences.
2. **SPINES** – Science Policy Information System.
3. **IBEDOC** – International Bureau of Education Documentation and Information System.
4. **ISORID** – International Information System on Research in Documentation.

5. **International Information System for Architecture** – For global architectural research and design data.

5.33.7 PUBLICATIONS AND INFORMATION DISSEMINATION

- **Earlier Publication:** *UNESCO Bulletin for Libraries* (now discontinued).
- **Current Publication:** *UNISIST Newsletter* (quarterly), providing updates on international information activities.
- **Other Outputs:** Monographs, manuals, guidelines, training materials, project reports, and seminar proceedings.

5.33.8 INDIA'S PARTICIPATION AND CONTRIBUTION

India's Role:

- Founding member of UNESCO and active participant in UNISIST.
- **Official Channel:** Indian National Commission for UNESCO.
- **Focal Point:**
    - **NISSAT (Department of Scientific & Industrial Research)** – for UNISIST/PGI and ASTINFO coordination.
    - **NASSDOC (ICSSR)** – for APINESS (Asia-Pacific Information Network in Social Sciences).

India's Involvement:

- Conducted **training programmes**, **seminars**, and **pilot projects** with UNESCO support.
- Provided **technical expertise** and consultants to other developing countries.
- Actively involved in **ASTINFO (Asian Science & Technology Information Programme)** and **APINESS** projects.

5.34 GLOBAL INFORMATION SYSTEMS — INTERNATIONAL NUCLEAR INFORMATION SYSTEM (INIS)

5.34.1 INTRODUCTION

- **Full Name:** INIS – *International Nuclear Information System*
- **Established: 1970**
- **Launched by:** *International Atomic Energy Agency (IAEA)*, Vienna
- **Purpose:** To **foster the exchange of scientific and technical information** related to the **peaceful uses of atomic energy**.
- **Initial Products:** *Atomindex* (printed index) and magnetic tapes (April 1970).
- **Scope:** Covers nuclear science, engineering, energy production, radiation protection, agriculture, medicine, and environmental applications.

Example:

INIS provides information on topics like nuclear power safety, medical radiology, and agricultural radiation technology used in crop improvement.

5.34.2 OBJECTIVES OF INIS

1. Promote **international cooperation** in nuclear information exchange.
2. Collect, process, and disseminate **scientific and technical nuclear literature**.
3. Ensure **global access** to peaceful nuclear information.
4. Encourage **information sharing culture** among member nations.
5. Support **capacity building** and knowledge management in nuclear information systems.

Example:

INIS supports scientists in developing countries to access nuclear safety data and research from advanced nations.

5.34.3 ORGANISATION AND STRUCTURE

- **Administered by:** International Atomic Energy Agency (IAEA).
- **Membership:**
  - **128 Member States**
  - **24 International Organisations** (as of recent years)
- **National Level:**
  - Each country has a **National INIS Centre** responsible for:
    - Collecting national nuclear literature.
    - Disseminating INIS outputs to end-users.

Example:

In India, the **Bhabha Atomic Research Centre (BARC)** serves as the **National INIS Centre**, coordinating nuclear information activities with IAEA.

Key Principle:

Decentralised structure — allows every member to **share and access nuclear information** across language and cultural boundaries.

5.34.4 INIS ACTIVITIES

(a) INIS Database

- Operational since 1970 on a **cooperative model**.
- Contains:
  - **Bibliographic database** with over **3 million records**.
  - **Non-Conventional Literature (NCL)** – 9 lakh+ full-text documents.
- Includes journal articles, reports, conference papers, theses, patents, and laws.
- Covers publications in **63 languages**, most with **English abstracts**.
- **Online Access:** Through the **INIS Online Database**, offering direct PDF downloads.

Example:

A researcher can access a 1980s IAEA report on nuclear fuel cycle management through the INIS database.

(b) Non-Conventional Literature (NCL)

- Refers to *grey literature* not easily available through traditional publishing.
- Earlier stored on **microfiche**, now digitised to **PDF format**.

- Digitisation rate: about **1 million pages per year**.
- Includes:
    - Government reports
    - Conference proceedings
    - Unpublished studies
    - Technical manuals and standards

Example:

INIS provides digital access to radiation safety manuals from developing countries originally issued as internal documents.

(c) Document Delivery Service (DDS)

- Collaboration with **72 National INIS Centres**.
- Provides copies of reports and articles upon request.
- Reports:
    - **Post-1997** – available in PDF.
    - **Pre-1997** – available on request via INIS/IAEA document supply.
- Includes service details (cost, delivery method, etc.) online.

Example:

An academic in Kenya can request a 1992 nuclear waste management report via the INIS Document Delivery Service.

(d) INIS Multilingual Thesaurus

- Controlled vocabulary for **indexing and searching** INIS Database.
- Contains over **30,000 terms**.
- Available in **seven languages:** Arabic, Chinese, English, French, Russian, Spanish, and German.
- Enables multilingual search and retrieval of nuclear literature globally.

5.35 AGRICULTURAL INFORMATION SYSTEM (AGRIS)

Established: 1974

By: Food and Agriculture Organization (FAO), United Nations

Purpose: Facilitate global **information exchange** in **agricultural sciences and technology**.

Nature: Cooperative system — participating countries input local agricultural literature and access global data.

Participants: 240+ national, international, and intergovernmental centers.

Coverage: Literature from **135+ countries** on agriculture, forestry, animal husbandry, fisheries, and human nutrition.

Key Components

1. AGRIS Database

- Provides **worldwide bibliographic coverage** of agricultural science and technology.

- Includes published and **unpublished materials** (reports, theses, conference papers, government publications, etc.).
- Managed by **FAO's AGRIS Coordinating Centre**.

2. WEBAGRIS

- **Web-based, multilingual system** for data input, processing, and dissemination.
- Uses common standards: **XML, HTML, ISO 2709**.
- Incorporates **AGROVOC Thesaurus** for subject indexing.
- Supports **multi-database searching**, **data export**, and **harvesting**.
- Developed with **ICIE (Poland)** and **IICA/CATIE (Costa Rica)**.

Database Functions:

- Data entry, update, password control, record validation.
- Retrieval, sorting, exporting, printing, and saving queries.

Technology Used:

- Based on **WWW-ISIS software** (developed with FAO support).
- HTML + CGI program; uses **ISIS-DLL API** (UNESCO).

3. AGRIS Application Profile (AGRIS-AP)

- **Metadata standard** to improve cataloguing and information exchange.
- Based on established metadata standards and best practices for indexing.
- Enhances **retrieval of agricultural documents** (Document-Like Information Objects – DLIOs).

4. AGRIS-DTD

- **Document Type Definition** for AGRIS XML records.
- Defines **legal elements** and structure for metadata validation.
- Ensures inputs comply with **AGRIS-AP requirements**.

5. AGRIS Metadata Elements

- Recommended by **AgMES (Agricultural Metadata Element Set)**.
- Provides consistent metadata for **resource discovery and sharing**.

6. AGROVOC Thesaurus

- Developed by **FAO** and **European Commission** (1980s).
- **Multilingual, controlled vocabulary** for all agricultural subjects.
- Updated quarterly by FAO.
- Supports relationships among terms ("broader", "narrower", "related").
- Standardises indexing and improves search efficiency.

7. Access to Global Online Research in Agriculture (AGORA)

- **Launched:** 2003 by FAO and partners.
- **Purpose:** Provide **free or low-cost access** to scientific journals in agriculture and related sciences for **developing countries**.
- **Access:** Password-protected; available to **public, research, and academic institutions**.

- **Content:** ~1,278 leading agricultural journals.
- **Goal:** Enhance **research, education, and training**; improve **food security** in low-income nations.

5.35 AGRICULTURAL INFORMATION SYSTEM (AGRIS)

1. BASIC INFORMATION

Aspect	Details
Full Name	Agricultural Information System (AGRIS)
Established	1974
Founded by	Food and Agriculture Organization (FAO), United Nations
Purpose	Facilitate global information exchange in agricultural sciences and technology
Type	International cooperative information system
Participants	240+ national, international, and intergovernmental centres
Coverage	135+ countries
Annual Input	~130,000 new records
Languages Used	English, French, Spanish

2. OBJECTIVES

- Promote **worldwide bibliographic coverage** of agricultural science and technology.
- Facilitate **information sharing** among participating nations.
- Include **published and unpublished literature**.
- Provide **standardised indexing and retrieval tools**.

3. AGRIS DATABASE

Feature	Description
Type	Bibliographic database
Managed by	FAO's AGRIS Coordinating Centre
Content	Journal articles, reports, theses, conference papers, patents, and government publications
Scope	Covers agriculture, forestry, fisheries, animal husbandry, and human nutrition
Unique Feature	Includes grey literature (unpublished technical reports, theses, etc.)

Example:

A researcher in Kenya can access conference papers on sustainable irrigation techniques through the AGRIS database.

4. WEBAGRIS

Aspect	Details
Nature	Multilingual, web-based system for distributed data input and dissemination
Standards Used	XML, HTML, ISO 2709
Core Functions	Data entry, update, validation, authority control, search, export, and print
Indexing Tool	AGROVOC Thesaurus
Developed By	ICIE (Poland) in collaboration with FAO and IICA/CATIE (Costa Rica)
Technology Base	WWW-ISIS software + HTML/CGI interface + ISIS-DLL (UNESCO API)
Version	Current version: WEBAGRIS 2.0

5. AGRIS APPLICATION PROFILE (AGRIS-AP)

Feature	Description
Purpose	Enhance description and exchange of agricultural documents (DLIOs)
Based On	International metadata standards
Function	Facilitates cataloguing, indexing, and sharing of data across systems
Output Format	XML (AGRIS-AP XML)
Use	Standardises metadata and enables interoperability among agricultural libraries

6. AGRIS-DTD

Aspect	Details
Full Form	Document Type Definition
Function	Defines the structure and elements of AGRIS XML records
Purpose	Validates XML data and ensures compliance with AGRIS-AP standards
Components	Legal building blocks (elements, cardinality, obligations) for XML records

7. AGRIS METADATA ELEMENTS

Standard	AgMES (Agricultural Metadata Element Set)
Developed By	FAO
Use	Describes and identifies agricultural information resources
Function	Supports interoperability and resource discovery in AGRIS database

8. AGROVOC THESAURUS

Aspect	Details
Developed By	FAO & European Commission (1980s)
Nature	Multilingual, structured, controlled vocabulary
Purpose	Standardises indexing and searching of agricultural terms
Coverage	Agriculture, forestry, fisheries, food, and related domains
Update Frequency	Quarterly by FAO
Languages	Multilingual (English, French, Spanish, etc.)
Relationships	Broader, narrower, related term relationships

Example:

A search for “maize” also retrieves results for related terms like “corn,” “Zea mays,” and “grain crops.”

9. ACCESS TO GLOBAL ONLINE RESEARCH IN AGRICULTURE (AGORA)

Aspect	Details
Launched	2003
Initiative By	FAO and partner publishers
Purpose	Provide free/low-cost access to scientific journals in agriculture and related sciences
Coverage	Agriculture, biology, environment, and social sciences
Access Mode	Password-controlled (for institutions in developing countries)
Beneficiaries	Universities, research centres, and government institutions
Resources Available	1,278+ international journals

Goal:

Improve **research quality**, **education**, and **food security** in developing nations.

5.36 NATIONAL INFORMATION SYSTEM FOR SCIENCE AND TECHNOLOGY (NISSAT)

Full Form: National Information System for Science and Technology

Established: 1977

By: Department of Scientific and Industrial Research (DSIR), Government of India

Closed: March 2002

Major Contributions

Area	Contribution
Library Automation	National distributor of **CDS/ISIS** and **WINISIS** software.
Software Development	Developed **Sanjay** and **Trishna** software.
Networking	Initiated major library networks like **CALIBNET (Kolkata)** and **DELNET (Delhi)**.
Training	Organised computer literacy and IT skill programmes for LIS professionals.
Information Centres	Established **Sectoral Information Centres** for different disciplines.

Key Features

- Promoted **resource sharing** and reduced duplication of efforts.
- Created **metropolitan library networks** (MANs).
- Encouraged **commercialisation of information services**.
- Focused on **content quality** and **use of existing infrastructure**.

Impact

- Laid the **foundation for library automation and networking** in India.
- Strengthened India's **science and technology information infrastructure**.
- Enhanced **information access and exchange** nationally and internationally.

Exam Pointers

- **Year:** 1977
- **Closed:** 2002
- **Department:** DSIR (Govt. of India)
- **Major Networks:** CALIBNET, DELNET
- **Key Software:** CDS/ISIS, WINISIS, Sanjay, Trishna
- **Focus Areas:** Coordination, Modernisation, Information Sharing

5.37 NATIONAL INSTITUTE OF SCIENCE COMMUNICATION AND INFORMATION RESOURCES (NISCAIR)

(Key facts and highlights for competitive exams)

Basic Information

Aspect	Details
Full Name	National Institute of Science Communication and Information Resources
Acronym	NISCAIR
Established	30 September 2002

Formed By	Merger of **NISCOM** (National Institute of Science Communication) and **INSDOC** (Indian National Scientific Documentation Centre)
Parent Body	**Council of Scientific and Industrial Research (CSIR)**
Headquarters	New Delhi
Merged Into	CSIR-National Institute of Science Communication and Policy Research (NIScPR) in 2021

Mandate / Objectives

- Publish and disseminate **scientific and technical information**.
- Provide **communication linkages** among scientific communities through journals.
- Promote **science awareness** among the general public and students.
- Harness **IT in information management and modernize libraries**.
- Support **economic, scientific, and industrial development** through information services.
- Develop **human resources** in LIS and science communication.
- Collaborate with **national and international** organisations in related fields.

Major Services & Activities

Service/Activity	Description / Purpose
1. National Science Library (NSL)	Central library for S&T resources; holds over **2,40,000 volumes**, **1.2 lakh journals**, and **4,000+ e-journals**. Acts as **referral and clearinghouse** for S&T publications.
2. Access to Online Databases	Provides access to **1,500+ international databases** for research and industry users.
3. E-Journals Consortium (NKRC)	Nodal agency for **CSIR–DST e-journal consortium**, providing digital access to global S&T journals.
4. Traditional Knowledge Digital Library (TKDL)	Joint project with **AYUSH** to document traditional medicine (Ayurveda, Unani, Siddha, Yoga) in **5 international languages** (English, French, German, Japanese, Spanish). Prevents **biopiracy** and wrong patent grants.
5. National Science Digital Library (NSDL)	Repository of **course materials** for undergraduate science students; supports e-learning and open access.
6. National Centre for ISSN	Assigns **International Standard Serial Numbers** to serial publications in India.
7. Bibliometric Services	Provides **citation analysis**, **impact factor studies**, and **research productivity evaluation**.
8. Literature Search Service	Compiles bibliographies and provides subject-based literature searches for researchers.
9. Translation & Interpretation	Translates S&T documents from **20 foreign languages** to English (and vice versa).
10. CAPS (Contents, Abstract & Photocopy Service)	Monthly **Current Awareness Service** offering TOCs, abstracts, and photocopies from 7,000 core journals.
11. DCSS (Document Copy Supply Service)	Supplies **copies of research papers, patents, and standards** from Indian and foreign journals.
12. INPAT on CD-ROM	Bibliographic database of **52,600+ Indian patents** (since 1975). Searchable by title, inventor, year, or classification.
13. Publications	Publishes **18 primary journals**, **2 secondary journals**, and **monographs**, accessible via **National Online Periodical Repository (NOPR)**.

Key Databases & Initiatives

Database / Project	Purpose
TKDL	Prevents biopiracy by documenting India's traditional medical knowledge.
INPAT	Database of Indian patents (since 1975).
NSDL	E-learning resource for science students.
NOPR	Open-access platform for NISCAIR's journals and reports.

Quick Revision Table

Aspect	Key Point
Established	2002 (by merger of INSDOC & NISCOM)
Parent Organisation	CSIR
Major Division	National Science Library
Key Project	TKDL (Traditional Knowledge Digital Library)
E-Consortium	NKRC (CSIR-DST)
Patent Database	INPAT on CD-ROM
Journal Repository	NOPR
ISSN Agency for India	Yes
Headquarters	New Delhi
Merged Into	CSIR–NIScPR (2021)

Primary Journals

1) Annals of Library and Information Studies (Quarterly)
2) Bhartiya Vaigyanik evam Audyogik Anusandhan Patrika (Hindi) (Halfyearly)
3) Indian Journal of Biochemistry & Biophysics (Monthly)
4) Indian Journal of Biotechnology (Quarterly)
5) Indian Journal of Chemical Technology (Bi-monthly)
6) Indian Journal of Chemistry "A" (Monthly)
7) Indian Journal of Chemistry "B" (Monthly)
8) Indian Journal of Engineering & Material Sciences (Monthly)
9) Indian Journal of Experimental Biology (Monthly)
10) Indian Journal of Fibre & Textile Research (Quarterly)
11) Indian Journal of Geo-Marine Sciences (Quarterly)
12) Indian Journal of National Products and Resources (Bi-monthly)
13) Indian Journal of Pure & Applied Physics (Monthly)
14) Indian Journal of Radio & Space Physics (Bi-monthly)
15) Indian Journal of Traditional Knowledge (Quarterly)
16) Journal of Intellectual Property Rights (Bi-monthly)
17) Journal of Scientific and Industrial Research (JSIR, Monthly)
18) Journal of Scientific Temper

5.38 NATIONAL SOCIAL SCIENCE DOCUMENTATION CENTRE (NASSDOC)

Basic Information

Aspect	Details
Full Form	National Social Science Documentation Centre
Established	1969
Parent Body	Indian Council of Social Science Research (ICSSR)
Headquarters	New Delhi
Purpose	To provide **library and information support** to researchers in **social sciences** across India.

Objectives

- Support social science research through **library and information services**.
- Assist **ICSSR research institutes and regional centres**.
- Provide **grants** to doctoral students for data collection and bibliographic work.
- Promote **bibliographical and documentation projects**.
- Conduct **training programmes** for researchers, librarians, and IT professionals.

Collection

- Extensive holdings of **books, theses, project reports, government publications**, and **ICSSR materials**.
- **11,000+ bound periodical volumes** and **450+ current Indian and foreign journals**.
- Access to **census reports, reference sources, bibliographies**, and **abstracting/indexing journals**.

Major Library and Information Services

Service	Description / Use
Consultation Facility	Access to **online databases** like *PsycINFO*, *Sociofile*, *International Political Science Abstracts*.
Reference Service	Answers queries in person, by email, phone, or fax.
Referral Service	Refers users to other libraries if material not available.
Literature Search	Conducts topic-based searches using printed, CD-ROM, and online databases.
Document Delivery	Provides photocopies or loaned documents from Indian/foreign libraries.
Bibliographic Service	Supplies bibliographies—either with references only or with abstracts.

Major Publications / Databases

Title	Description
Union Catalogue of Social Science Periodicals and Serials in India	Covers **31,125 journals** held in **550 libraries** across **17 states and 2 UTs**; published in **32 volumes**.
Union Catalogue of CD-ROM Databases	Lists **132 databases** in **40 major libraries** related to social sciences.
Directory of Social Science Libraries and Information Centres in India	Lists **447 libraries** with details of collections, facilities, and services.
Directory of Social Science Research and Training Institutions in India	Covers **450 institutions**, describing research areas, projects, publications, and facilities.
Directory of Asian Social Science Research and Training Institutes/Organisations in India	Lists **42 institutes** engaged in Asian Studies with full organisational details.

Key Functions Summary

Function	Description
Information Support	Provides reference, bibliographic, and document delivery services.
Resource Sharing	Facilitates inter-library cooperation among Indian social science libraries.
Research Assistance	Offers grants, bibliographies, and access to specialised databases.
Training & Capacity Building	Conducts short-term courses on ICT and research methods.

Significance

- Serves as the **national documentation hub** for social science research in India.
- Promotes **networking and cooperation** among research libraries.
- Enhances access to **Indian and international social science literature**.
- Supports **policy research, academia, and government agencies** with reliable data services.

Quick Revision Table

Aspect	Details
Year Established	1969
Parent Organisation	ICSSR
Location	New Delhi
Focus	Social Science Research Support
Major Catalogues	Union Catalogue of Periodicals, CD-ROM Databases
Major Directories	Social Science Libraries, Research Institutes
Key Services	Reference, Bibliographic, Document Delivery, Literature Search
Databases Accessed	PsycINFO, Sociofile, IPSA
Importance	Premier documentation centre for social science information in India

5.39 DEFENCE SCIENTIFIC INFORMATION AND DOCUMENTATION CENTRE (DESIDOC)

Basic Information

Aspect	Details
Full Form	Defence Scientific Information and Documentation Centre
Established	1958 (as Scientific Information Bureau – SIB)
Renamed as DESIDOC	1967
Became DRDO Lab	29 July 1970
Parent Organisation	Defence Research and Development Organisation (DRDO)
Location	Delhi
Type	Central information resource centre for DRDO

Objectives

- Serve as the **central resource** for scientific and technical information to DRDO HQ and its labs.
- Develop an **information system for defence science and technology**.
- Provide **training, user education**, consultancy, and referral services.
- Publish **scientific and technical literature** (journals, books, monographs).
- Support **library and documentation activities** within DRDO.

Major Functions / Activities

Function / Unit	Description
1. Defence Science Library (DSL)	Specialized library with books, journals, technical reports, microfilms, multimedia, and digital resources. Acts as a **knowledge hub** for defence science & technology.
2. Training Programmes	Conducts workshops and short-term courses on **library automation**, **ICT use**, **DTP**, **multimedia**, **communication skills**, and **stress management** for DRDO personnel.

3. Database Development	Creates and maintains bibliographic databases of **books**, **conference proceedings**, and **technical reports** related to defence R&D.
4. Multimedia Services	Provides facilities for **designing, authoring, and presentation** of multimedia content for DRDO scientists and engineers.
5. Printing Services	Full-fledged **printing and DTP unit** for in-house publications, reports, and DRDO journals.
6. e-Journals Access	Provides access to **full-text electronic journals** by title, subject, and publisher, available at DESIDOC premises for DRDO users.

Major Publications

Publication Name	Type / Frequency	Focus Area
Defence Science Journal	Bi-monthly	Research in Defence Science & Technology
Technology Focus	Bi-monthly	Highlights DRDO technologies, products, and innovations
DRDO Newsletter	Monthly	General updates and achievements
DRDO Samachar	Monthly (Hindi)	DRDO activities in Hindi
DESIDOC Journal of Library and Information Technology (DJLIT)	Bi-monthly	Research in Library and Information Science, ICT, and digital information management

Special Contributions

- Acts as **information backbone** for all DRDO labs across India.
- Promotes **digital library initiatives** and knowledge-sharing within defence R&D.
- Provides **consultancy and training** in scientific information management.
- Publishes **open-access journals** like *DJLIT* used widely by LIS professionals.

Unit 7: Public relations & Extension activities

5.40 CIRCULATION SERVICES – I

Meaning

- Circulation service = **borrowing and returning of books** by library members for home reading.
- It is the **most used public library facility** and the **measure of a library's efficiency**.

Purpose

- To provide **easy access to library materials** for home use.
- To **regulate the issue and return** of books.
- To ensure **security, control, and proper use** of the collection.

Rules & Regulations

Should include:

- **Library hours** and days of operation.
- **Admission and membership** procedures.
- **Loan privileges** (number of books, duration).
- **Conditions of loan**, overdue charges, and care of books.
- **Loss or damage** policies.
- **Renewal and reservation** rules.

Note:

Rules must be **clear, simple, and user-friendly**—to encourage reading and maintain good borrower relations.

Charging Systems (Issue–Return Methods)

System	Type	Features / Remarks
Ledger System	Manual	Records borrower details and book info in registers.
Browne System	Manual	Uses **book cards**, **borrower cards**, and **pockets**. Widely used in the UK.
Newark System	Manual	Similar to Browne but **borrower's card retained** until book is returned. Common in USA.
Bar Code / Computerized System	Automated	Uses **barcodes**, **readers' cards**, and **software** for digital transactions.

Qualities of a good charging system:

- Simple and quick to operate.
- Economical and adaptable (for branches and varied loan periods).
- Reduces queues and delays.
- Allows return of books at **any branch** (in multi-branch libraries).
- Enables tracking of issued books and overdue items.
- Generates **usage statistics** and supports **reservation** systems.

Reservation of Books

- Borrowers may **reserve** a book currently on loan.

- When the book is returned, it is **held for a specific period** for the requester.
- Some libraries **charge a small fee** (postage or handling).
- Requests not met internally can be fulfilled via **interlibrary loan**.

Fines and Overdues

- **Fines (or late fees)** are to ensure timely return of books, not as punishment.
- Typical loan period: **14 days**, renewable if no other reservation exists.
- Overdue notices are sent by **mail or electronic reminders**.
- Persistent defaulters may face suspension or recovery measures.

Innovative Circulation Practices

- **Mail service**: Borrowers receive books via post (for distant readers).
- **Drive-in collection**: Books delivered/returned outside the library for convenience.
- **House-to-house service**: Used in rural libraries (e.g., "Cycle Peon" in West Bengal).

14.2.1 Interlibrary Cooperation

Aspect	Description
Meaning	Mutual lending and borrowing of books among libraries to meet readers' needs.
Purpose	To share resources, avoid duplication, and improve access to information.
Early Development	U.S. adopted **National Interlibrary Loan Code (1926)**.
In India	**IASLIC** drafted a model Interlibrary Loan Code in the 1960s. Now widely followed.
Modern Development	**Photocopying and digital scanning** replaced physical book loans in many cases.
Union Catalogue	Lists holdings of all libraries in a system; makes locating and borrowing simple.

Quick Revision Table

Topic	Key Point
Meaning	Borrowing and returning service for readers
Importance	Core of library use and efficiency
Common Systems	Browne, Newark, Bar Code
Loan Period	14 days (renewable)
Reservation	Request for books currently on loan
Fine	Late fee for overdue books
Cooperation	Interlibrary loan through IASLIC model
Union Catalogue	Lists all books in cooperating libraries

5.41 READING ROOM SERVICES

Meaning

- Reading Room Services = Providing **space and facilities** within the library for reading and reference.
- Libraries today provide not just books, but also **newspapers, magazines, maps, films, CDs, photographs, microforms, and digital databases.**
- Reading rooms serve as **centres for learning, recreation, and self-development.**

Objectives of Reading Room Services

Objective	Description

Access	Provide convenient space and environment for users to consult materials.
Assistance	Help users locate books, reference works, and interdisciplinary materials.
Preservation	Protect library materials by controlling usage within the premises.
Promotion	Encourage reading habits, research, and lifelong learning.

Rules & Arrangements

- Clearly mention:
  - **Opening hours, holidays, and age limits.**
  - **Tickets or passes** for reading room use.
  - **Guidelines** for use of books and materials.
- Staff must ensure **prompt supply** of books and maintain order.
- Libraries may have **open access** (for general books) and **closed access** (for rare or special materials).

Types of Reading Materials

Material Type	Features / Use
Books & Reference Works	Used for study, research, or casual reading.
Newspapers	Local, national, and international editions; different political viewpoints encouraged.
Periodicals / Magazines	Display current issues; older issues stored in stacks.
Special Collections	For children, visually impaired, senior citizens, or other specific groups.
Digital Media	CDs, DVDs, e-resources, and databases for multimedia learning.

Facilities Provided

Facility	Purpose
Comfortable chairs, tables, and study carrels	For long reading sessions
Listening booths and viewing areas	For AV and multimedia use
Separate areas for newspapers and periodicals	To avoid crowding
Storage or “kept out” shelves	For books being repeatedly used by a reader
Security and supervision	To prevent damage or theft

Role and Importance

- Promotes **education, culture, and citizenship.**
- Enables access to **information and recreation** for all ages.
- Encourages **serendipity** — accidental discovery of new ideas through browsing.
- Builds a bridge for **knowledge transfer across generations.**

5.41 PHOTOCOPYING SERVICES

Aspect	Details
Definition	Making copies of selected portions of books, journals, or newspapers for study/research purposes.
Purpose	To help users retain specific information without borrowing entire volumes.
Regulations	Governed by **copyright laws** — limited photocopying is permitted for research or educational use.
Formats Used	Photocopies, **microfilm**, **microfiche**, and **digital scans.**
Benefits	Saves shelf space, protects rare books, and provides quick access to historical or old materials.

Microform Services

Type	Description
Microfilm	Roll film that stores miniature images of documents. Compact and durable.
Microfiche	Flat sheets with miniaturized pages. Easier for selective reading.
Advantages	Saves space, prevents damage to originals, easy duplication and retrieval.

5.42 REFERENCE SERVICES

Meaning

- **Reference Service** is **personal assistance provided to library users** to help them find specific information or use library resources effectively.
- It is the **heart of library services**, especially in **large public and academic libraries**.
- The quality of reference service often determines the **reputation of a library**.

Objectives

Objective	Explanation
Provide information quickly and accurately	To meet users' information needs efficiently.
Guide users in the use of library resources	Teach users how to find and use materials independently.
Promote self-reliance in information search	Encourage users to become self-sufficient learners.
Bridge information gaps	Connect users to resources available within or outside the library.

Types of Reference Services

Type	Description	Examples / Sources
1. Ready / Short Range Reference Service	Quick answers to factual or specific queries.	Directories, Dictionaries, Encyclopedias, Almanacs, Yearbooks, Online Databases.
2. Long Range Reference Service	In-depth research requiring consultation of many sources.	Periodicals, Bibliographies, Indexes, Abstracts, Databases, Other Libraries.
3. Referral Service	When information is not available in the library, the user is referred to another source or library.	Cooperation among libraries, information networks, specialists.

Steps in Providing Reference Service

1. **Understanding the query** — Clarify what the user truly needs.
2. **Selecting appropriate sources** — Identify suitable reference tools.
3. **Searching for information** — Consult books, databases, or networks.
4. **Delivering accurate information** — Provide precise, relevant results.
5. **Recording and indexing** — Keep records for future use.
6. **Reviewing failures** — Discuss unfulfilled queries to improve service quality.

Characteristics of Good Reference Service

- **Speed and accuracy** in answering queries.

- **Approachable and knowledgeable staff.**
- **Up-to-date and reliable resources.**
- **Effective communication** with users.
- **Balanced information** (neither too much nor too little).

Reference Sources

Books and materials **designed to be consulted**, not read from beginning to end.

Type	Examples
General Reference Sources	Encyclopedias, Dictionaries, Almanacs, Yearbooks.
Geographical Sources	Maps, Atlases, Gazetteers.
Biographical Sources	Who's Who, Biographical Dictionaries.
Bibliographical Sources	Indexes, Abstracts, Union Catalogues.
Statistical Sources	Census Reports, Statistical Abstracts.
Electronic / Online Sources	CD-ROMs, Databases, Internet, e-Reference portals.

Functions of Reference Department

- Handle **ready and long-range queries.**
- Maintain and update **reference collections.**
- Conduct **user education programmes.**
- Provide **referral and bibliographic services.**
- Record and review **unanswered queries** for service improvement.

Importance

- Enhances **reader satisfaction** and **library credibility.**
- Helps users **save time** and find reliable data.
- Promotes **research, education, and self-learning.**
- Serves as a **link between user and knowledge sources.**

5.43 BIBLIOGRAPHICAL SERVICES

Meaning

- **Bibliographical Service** means providing **lists of books, articles, and other documents** on a specific author, subject, or field.
- It helps users locate, identify, and verify materials for **research or study.**
- Large public and academic libraries often compile such bibliographies **on request** or **periodically for readers.**

Definition

A **bibliography** is a *systematic list of books, manuscripts, and other publications* that are related to one another and are arranged according to a certain plan.

Types of Bibliography

Type	Description	Example / Notes
1. Author Bibliography	Lists all works *by and about* one author.	Example: *A Bibliography of Rabindranath Tagore's Works.*

2. Subject Bibliography	Lists works on a *specific subject or field.*	Example: *Bibliography on Library Automation.*
3. Complete / Comprehensive Bibliography	Covers *all works* of a particular kind or field.	Exhaustive record.
4. Selective Bibliography	Includes *only important or relevant* works.	Used for practical and time-saving purposes.
5. Descriptive Bibliography	Gives brief details or annotations.	Mentions scope and nature of content.
6. Evaluative Bibliography	Includes *critical comments* on the usefulness of each item.	Indicates value and relevance.
7. Descriptive & Evaluative	Combines both features.	Most informative and reader-friendly.

Purpose / Functions of Bibliographies

Bibliographies help:

1. **Locate** material on a specific topic or author.
2. **Verify** bibliographic details — author, title, edition, publisher, year, etc.
3. **Understand the scope** and treatment of the subject (through annotations).
4. **Identify hidden or partial works** not listed in catalogues (e.g., chapters, conference papers).
5. **Group materials** by form, period, or location for efficient use.

Bibliographical Services in Public Libraries

Public libraries provide these services in various ways:

Type of Service	Description
On-demand bibliographies	Prepared for users upon request.
Library-initiated bibliographies	Compiled in anticipation of user needs (e.g., on local history or major events).
Lists of new additions	Periodical lists of new books acquired by the library.
Article Alert / Current Contents	Lists selected new articles from current journals.
Annotated exhibition lists	Bibliographies prepared for exhibitions or displays of books.

Characteristics of a Good Bibliography

- Accurate and up-to-date.
- Systematically arranged (alphabetical, classified, or chronological).
- Includes complete bibliographic details.
- Annotated (preferably).
- Clearly formatted for easy reference.

Importance

Aspect	Value
For Researchers	Helps locate exhaustive and authentic sources.
For Librarians	Aids in collection development and reference work.
For Readers	Provides quick access to relevant reading material.
For Education	Supports assignments, reports, and academic research.

Quick Revision Table

Aspect	Key Point
Meaning	Systematic list of related documents
Types	Author, Subject, Descriptive, Evaluative, Selective
Uses	Locate, verify, and evaluate resources
Services	On-demand, new additions, article alerts
Importance	Vital tool for research and knowledge organisation

5.44 IT-BASED SERVICES

Meaning

- **IT-Based Services** in libraries refer to the **use of computers, networks, and digital technologies** to improve library functions, services, and access to information.
- The goal is to make library operations **faster, more accurate, and user oriented.**

Need for and Importance of IT in Libraries

Aspect	Purpose / Benefit
Automation	Handles routine and repetitive tasks like circulation, cataloguing, and member registration.
Speed & Accuracy	Reduces manual errors and saves staff time.
Productivity	Enhances efficiency and service delivery.
Resource Sharing	Enables libraries to share catalogues and collections.
Universal Access	Helps in achieving *Universal Bibliographic Control (UBC)* and *Universal Availability of Publications (UAP).*

Areas of Library Operations Using Technology

Operation	IT Application
Circulation Services	Automated issue-return, fine calculation, reminders.
Membership Registration	Digital records and smart cards for members.
Record Maintenance	Online updating of acquisitions, holdings, and statistics.
Cataloguing	Use of *MARC*, *AACR2*, or *RDA* for digital bibliographic records.
Information Retrieval	OPACs and databases allow keyword or subject searches.
Bibliographic Services	Automated preparation of subject bibliographies and union catalogues.
Indexing & Abstracting	Use of database management software for article indexing.
Thesaurus Construction	Computer-assisted generation of subject term hierarchies.

Information Services Enabled by IT

Service	Description
CAS (Current Awareness Service)	Keeps users informed about latest materials and publications in their field.
SDI (Selective Dissemination of Information)	Provides personalized information to users based on their interests.
Article Alert	Automated notification of newly arrived journal articles.
Digital Reference Service	Answering user queries through email or online chat.
E-Document Delivery	Providing full-text access to journals, reports, or databases.

Major IT Infrastructure and Networks

Network / System	Purpose / Function
NICNET (National Informatics Centre Network)	Developed by the Government of India to link all State and District headquarters for information sharing.
INFLIBNET	Connects university and research libraries for resource sharing.
DELNET	Provides access to union catalogues, databases, and interlibrary loans.
OPAC (Online Public Access Catalogue)	Replaces traditional card catalogues; allows keyword, author, and subject searches.

5.45 EXTENSION SERVICES

Meaning

- **Extension Services** in libraries are **activities undertaken to reach people who may not otherwise use the library.**
- The aim is to **bring the library and community closer**, spreading knowledge and reading habits beyond library walls.
- As defined in *L.M. Harrod's Librarian's Glossary*:

"Activities undertaken with the object of reaching groups of people who might otherwise be unaware of the library."

UNESCO Manifesto (1994)

- Public libraries should be **dynamic parts of community life.**
- Libraries should **stimulate thinking, not dictate it.**
- Extension work should include:
    - Exhibitions and book lists
    - Discussions and lectures
    - Courses and films
    - Reading guidance and publicity campaigns

Objectives of Library Extension Services

Objective	Explanation
Promote reading habits	Create awareness and interest among people who don't usually read.
Reach underserved areas	Provide services to rural, remote, and disadvantaged groups.
Build community relations	Connect the library with schools, clubs, and cultural institutions.
Promote library services	Publicize library resources and events.
Encourage lifelong learning	Help people learn continuously beyond formal education.

Major Types of Extension Services

Type	Description / Purpose
1. Branch Libraries	Established in smaller towns or localities to extend services from the main (central) library.
2. Bookmobiles / Mobile Libraries	"Libraries on wheels" — vans carrying books to remote or rural areas on fixed schedules.
3. Reading Campaigns	Programs encouraging reading among children, adults, and senior citizens.

4. Exhibitions & Displays	Thematic book exhibitions on special days (e.g., Science Day, Environment Day).
5. Lectures, Talks & Discussions	Conducted with authors, scholars, and community leaders to promote intellectual engagement.
6. Film Shows / Multimedia Events	Educational or cultural film screenings organized by the library.
7. Library Weeks / Book Fairs	Public events highlighting the role of libraries and books.
8. Reading Guidance & User Education	Helping readers select suitable books and teaching them how to use library resources.
9. Collaboration with NGOs / Schools	Joint programmes to spread literacy and information services.

14.9.1 Branch Libraries

Feature	Description
Purpose	To make library services accessible to all, especially in smaller or distant areas.
Structure	Can function from a small room or as a full-fledged library with staff and a large collection.
Networking	Branches are connected with the central library through communication systems.
Benefits	Facilitates interlibrary loans, shared catalogues, and cooperative planning.

14.9.2 Bookmobiles (Mobile Libraries)

Aspect	Description
Meaning	Mobile vans equipped with bookshelves and library materials; also called *travelling libraries* or *bibliobus*.
Purpose	To reach readers in rural or remote communities where library buildings are not feasible.
Structure	A specially built van carrying selected books, magazines, and sometimes reference materials.
Operation	Visits different localities on fixed schedules; issues and collects books.
Advantages	Brings the library directly to users, saves cost of new buildings, promotes reading in rural areas.
Challenges	Weather conditions, road connectivity, maintenance, and limited collection size.

Features of Successful Extension Work

- Based on **community profiling** — understanding local needs and interests.
- **Well-planned publicity** through local media, posters, and social networks.
- Cooperation with **educational and cultural organisations.**
- Regular **evaluation** and feedback from users.
- Strong **communication links** among central and branch libraries.

Benefits of Extension Services

Benefit	Explanation
Wider outreach	Reaches users in underserved or remote areas.
Public awareness	Promotes the value of libraries and reading.
Social impact	Encourages literacy, learning, and cultural development.
User engagement	Builds loyal library users and lifelong learners.
Community development	Libraries become hubs for education, dialogue, and social progress.

5.46 EXTENSION SERVICES (Continued)

14.9.3 Services for the Illiterates

Aspect	Key Points

Problem	Illiteracy limits individuals from performing basic tasks like reading, writing, or managing finances.
Library Role	Public libraries can support **literacy and post-literacy programmes**.
Activities	- Provide *elementary readers*, illustrated books, audio-visual aids, and sound recordings. - Offer *reading and writing guidance* for both children and adults. - Support the **National Literacy Mission** through educational programmes.
Post-Literacy Programmes	Prevent neo-literates from relapsing into illiteracy through *continuing education* and *lifelong learning*.
Outcome	Libraries become **centres for literacy, empowerment, and social change.**

14.9.4 Services for Young Adults

Aspect	Key Points
Need	The 12–18 age group often drops out of library use between childhood and adulthood.
Origin	Concept developed first in **American public libraries**, later adopted in Europe.
Focus Areas	- Books on *careers, sports, travel, self-development*. - Materials addressing *teenage interests and emotional needs.*
Librarian's Role	Guide teenagers to suitable reading materials and encourage reading habits.
Outcome	Reduces loss of readership among teens; strengthens **library-user continuity.**

14.9.5 Services for Adult Learners

Aspect	Key Points
Concept	Public libraries act as the **"People's University"** — supporting adults who missed formal education.
Need	Many adults seek education for *career, self-improvement,* or *personal growth.*
Activities	- Provide access to *open university* materials and *distance education* resources. - Offer *guidance for self-study* and *learning support services.*
Approach	Encourages **self-directed learning** in an open, flexible, and non-formal setting.
Outcome	Promotes *lifelong learning*, skill development, and civic participation.

14.9.6 Services for Senior Citizens

Aspect	Key Points
Need	Senior citizens require access to information on health, finance, and recreation.
Library Role	- Provide *large-print books* and *comfortable reading spaces.* - Organize *discussion groups* and *health awareness talks.* - Offer *home delivery of books* to those unable to visit.
Outcome	Helps maintain *mental activity*, *social connection,* and *dignity in old age.*

14.9.7 Services for People with Disabilities

Category	Services and Facilities
Visually Impaired (Blind)	- *Braille books* and *talking books.* - Separate reading rooms and trained staff. - Books posted free of cost (Braille Press, Dehradun).
Physically Disabled	- Wheelchair access, ramps, and ergonomic seating. - Online access to e-books and audiobooks.
Hearing Impaired	- Subtitled videos, sign-language support, and visual materials.
Mentally Disabled	- Picture books, interactive storytelling, and simplified content.
Importance	Promotes *inclusivity, education,* and *social participation.*

Hospital Libraries

Aspect	Key Points
Purpose	To provide reading material and emotional comfort to hospital patients.
Activities	- Supply books and magazines to wards. - Provide relaxation and aid recovery through reading.
Outcome	Encourages *mental healing* and connects patients to the outside world.
Example	Many public libraries run hospital reading services as part of their outreach programmes.

14.9.8 Prison Libraries

Aspect	Key Points
Purpose	Reformative — helps in *rehabilitation and moral development* of prisoners.
Functions	- Provide *books for education, skill development, and self-improvement.* - Offer *"how-to-do-it"* manuals and self-help guides.
Example	*Tihar Jail Library* (Delhi) functions as a branch of Delhi Public Library.
Outcome	Reduces boredom, prevents criminal relapse, and aids in *social reintegration.*

14.9.9 Other Activities

Activity Type	Examples and Role
Lectures and Talks	Held in libraries, schools, and community centres to promote library use.
Bulletin Boards & Displays	Inform users about new arrivals, events, and services.
Deposit Stations	Small collections deposited in clubs, factories, or institutions for public use.
Advisory Services	Consumer advice, career counselling, citizen's help centres.
Tourist Information Services	Provide maps, guides, and travel information.
Discussion Groups	Encourage reading and civic engagement.

5.47 PATHFINDERS (Research Guides or Subject Guides)

Meaning and Definition

Aspect	Explanation
Definition	A **Pathfinder** is a **bibliography or research guide** designed to help users begin research on a specific topic.
Other Names	Subject Guide, Topic Guide, Research Guide, LibGuide, Resource List, Study Guide, or Information Portal.
Special Feature	Refers specifically to **resources available in a particular library** or local collection.
Library of Congress Term	Pathfinders prepared by the Library of Congress are called **Tracer Bullets**.
Dictionary Definition (ODLIS)	A pathfinder "leads the user through research on a specific topic systematically, using the best tools the library offers—print or online."

Purpose of a Pathfinder

Goal	Description
Starting Point for Research	Helps beginners identify fundamental and authoritative sources on a topic.
Library Orientation Tool	Teaches users how to locate and use resources effectively.
Instructional Aid	Promotes **information literacy** and **research skills**.
Promotional Role	Highlights library collections and services.
Educational Support	Used in bibliographic instruction and academic coursework.
Target Audience	Students, researchers, new library users, and sometimes library staff.

Format and Structure (Typical Sections)

Component	Purpose
Scope	Defines the subject or topic area covered.
Introduction	Overview of the topic; may include reference to encyclopedias or dictionaries.
Books	Lists of major books available on the subject.
Reference Works	Specialized dictionaries, encyclopedias, handbooks, etc.
Bibliographies	Sources listing additional references not included in the pathfinder.
Journal Articles	Refers users to indexes and databases for research articles.
Journals and Magazines	Suggests periodicals to browse.
Other Sources	Government documents, reviews, web resources, or audiovisual materials.

Evolution and History

Period	Development
1950s–1960s	Libraries produced printed booklists; Patricia Knapp integrated teaching with librarianship.
1972	Term *"Pathfinder"* coined by **Marie Canfield**.
1973–1975	Model Library Program sold pathfinders to libraries (later discontinued due to low demand).
1980s	Pathfinders took 8–20 librarian hours to create; emphasis on local, tailored bibliographies.
1990s	Internet era — inclusion of **web resources**; **Webliographies** emerged (web-only lists).
2000s onward	Use of **LibGuides**, CMS tools, and integrated **web portals** for subject guides.
2019 (Modern Trend)	LibGuides became **ubiquitous** due to ease of creation and use.

Uses and Functions

User Perspective	Librarian Perspective
- Helps locate reliable sources quickly. - Assists in starting research. - Provides access 24/7 (if online).	- Training tool for new staff. - Professional development activity. - Enhances user education programmes.
- Guides for self-paced research.	- Used in library instruction and orientation sessions.

Advantages of Pathfinders

1. Saves time and effort for beginners.
2. Encourages structured research.
3. Promotes use of library resources.
4. Integrates print and electronic resources.
5. Available online, accessible any time.
6. Enhances collaboration between librarians and faculty.

Challenges and Criticism

Issue	Explanation
Lack of User-Centric Design	Some guides are too complex or use library jargon.
Outdated or Broken Links	Maintaining and updating online pathfinders is difficult.
Duplication of Effort	Similar pathfinders created across institutions with little coordination.
Variable Quality	Some contain low-quality or irrelevant web sources.

Ownership Problem	Librarians may treat their guides as personal projects instead of institutional resources.
Limited Awareness	Many users are unaware of their existence unless promoted by faculty.

5.48 FACTORS AFFECTING LIBRARY DEVELOPMENT

Meaning

Library development means the **growth and progress** of library services, collections, infrastructure, staff, and technology to meet the **educational, informational, and cultural needs** of society.

Several internal and external factors influence how libraries develop in any country or community.

1. Social Factors

Factor	Impact on Library Development
Literacy and Education Level	Higher literacy rates create greater demand for libraries; low literacy limits usage.
Reading Habits and Culture	Societies with strong reading traditions (like Japan, UK) support well-developed libraries.
Population Growth and Diversity	Increasing and diverse populations require expansion of library services in different languages and formats.
Urbanization	Urban areas often have better access to public and academic libraries; rural areas remain under-served.
Public Awareness	When people understand the importance of libraries, they support their development through use and advocacy.

Example:

- Growth of community libraries in Kerala due to high literacy and reading culture.
- Poor library uses in areas with high illiteracy or poverty.

2. Economic Factors

Factor	Impact on Library Development
Funding and Budget	Core determinant—adequate finance enables acquisition, staffing, and automation.
Government Policies on Education and Culture	Directly affect library establishment, modernization, and sustainability.
Local Economy	Wealthier regions can maintain better-equipped libraries.
Cost of Books and Technology	Rising costs limit resource acquisition.

Example:

- The National Mission on Libraries (India) received government funding to modernize libraries.
- Many district libraries suffer due to irregular or insufficient budgets.

3. Political and Legal Factors

Factor	Impact on Library Development
Government Support and Policy	Legislation like the *Public Libraries Act* ensures organized library growth.
Political Will	Strong advocacy by political leaders accelerates library reforms.
Intellectual Freedom and Censorship	Affects what materials can be collected and circulated.
Legal Framework	Copyright, Right to Information, and Data Protection laws shape library operations.

Example:

- *Tamil Nadu Public Libraries Act (1948)* was the first in India, leading to rapid library expansion.
- *Right to Information Act (2005)* strengthened the library's role as an information hub.

4. Technological Factors

Factor	Impact on Library Development
Information and Communication Technology (ICT)	Enabled computerization, digital libraries, and online catalogues.
Internet and Networking	Facilitates resource sharing, remote access, and library networks (e.g., DELNET, INFLIBNET).
Digitization Projects	Preserve rare materials and provide global access.
Automation Software	Systems like KOHA, SOUL, and Libsys improve efficiency and user experience.

Example:

- *NISSAT (1977–2002)* and *INFLIBNET (1988–present)* brought automation and networking to Indian libraries.
- Digital library initiatives like the *National Digital Library of India (NDLI)* broadened access.

5. Educational and Cultural Factors

Factor	Impact on Library Development
Growth of Educational Institutions	More schools, colleges, and universities mean higher library demand.
Research and Higher Studies	Promote development of specialized and academic libraries.
Cultural Awareness	Encourages preservation of heritage through archives and special collections.
Public Participation	Community reading programmes and cultural events strengthen the library's social role.

Example:

- University Grants Commission (UGC) mandates library facilities in all higher education institutions.
- Cultural heritage libraries like *National Archives of India* protect historical documents.

6. Professional and Human Resource Factors

Factor	Impact on Library Development
Trained Manpower	Qualified librarians ensure better management and user services.
Professional Associations	Bodies like ILA, IASLIC, and IATLIS influence policy and professional growth.
Training and Research	Ongoing professional development enhances service quality.
Ethics and Attitude	Dedication and service-mindedness affect user satisfaction and reputation.

Example:

- Continuous education programmes conducted by *DESIDOC* and *NISCAIR* upgrade librarian skills.
- Professional courses like B.L.I.Sc. and M.L.I.Sc. produce trained manpower.

7. Demographic and Geographic Factors

Factor	Impact on Library Development
Population Distribution	Densely populated areas require more libraries; sparse regions face access issues.
Regional Development	Economic and educational disparities lead to uneven library growth.
Accessibility and Infrastructure	Physical barriers (distance, transport) limit library use in rural zones.

Example:

- Metropolitan cities (Delhi, Mumbai) have advanced library systems.
- Remote tribal regions depend on mobile or rural libraries.

Institutional and Organizational Factors

Factor	Impact on Library Development
Library Legislation	Ensures establishment, governance, and funding of libraries.
Library Networks and Consortia	Encourage cooperation and resource sharing.

Management Practices	Efficient planning, budgeting, and leadership ensure sustainability.

Example:

- *INFLIBNET* connects university libraries across India.
- *DELNET* and *ADINET* promote interlibrary cooperation.

Cultural and Psychological Factors

Factor	Impact on Library Development
Cultural Heritage	Libraries act as custodians of manuscripts, art, and local knowledge.
Public Attitude	Positive attitude toward reading and libraries fosters growth.
Motivation and Curiosity	Encourages individuals to use and support libraries.

Example:

- Public reading movements in Kerala, West Bengal, and Tamil Nadu fostered library expansion.

5.49 LIBRARY PUBLISHING AND BOOK TRADE

A. LIBRARY PUBLISHING

Meaning

Library publishing refers to the **involvement of libraries in producing and disseminating scholarly or informational content**, often using **open access** and **digital platforms**.

It bridges **traditional library functions** (preservation, access, curation) with **academic publishing** (editing, hosting, dissemination).

1. Definition

Library publishing is the process by which libraries **support, manage, or directly produce publications**, including journals, books, reports, and digital collections — particularly in the **academic and research environment**.

2. Objectives

Objective	Explanation
Support Open Access	Provide free access to scholarly outputs without subscription barriers.
Promote Institutional Scholarship	Showcase and preserve works produced by faculty, researchers, and students.
Reduce Cost of Publishing	Offer affordable alternatives to commercial publishing models.
Enhance Visibility	Increase global accessibility of institutional research.
Develop Digital Repositories	Use platforms like DSpace, EPrints for institutional publishing.

3. Types of Library Publishing

Type	Examples
Institutional Publishing	University libraries publishing faculty journals, conference proceedings (e.g., *Harvard Library Office for Scholarly Communication*).
Open Access Journals	Library-managed peer-reviewed journals hosted on digital platforms.
E-Books and Monographs	Digitally produced research works or textbooks.
Digital Collections	Archival, multimedia, and cultural heritage materials digitized for public access.
Student Publications	Theses, dissertations, and undergraduate research projects.

4. Tools and Platforms Used

Platform / Tool	Purpose
OJS (Open Journal Systems)	For managing and publishing scholarly journals.
DSpace, EPrints	Institutional repositories for research archiving.

OAI-PMH Protocol	Enables metadata harvesting and interoperability.
LibGuides	Publishing curated content, bibliographies, and research guides.
WordPress / Omeka	Used for digital exhibits and web publishing.

5. Examples of Library Publishing Initiatives

Country / Organization	Example
India	National Digital Library of India (NDLI), Shodhganga (INFLIBNET) for theses publishing.
USA	Library Publishing Coalition (LPC) and university library presses (e.g., *MIT Libraries*).
UK	Jisc's Open Access and library publishing initiatives.
UNESCO	Encourages open access library publishing in developing countries.

6. Advantages of Library Publishing

1. Promotes **academic freedom** and **open access**.
2. Enhances **institutional visibility**.
3. Preserves scholarly output in **digital repositories**.
4. Reduces dependency on **commercial publishers**.
5. Encourages **collaboration** between librarians, researchers, and faculty.

7. Limitations

1. Limited funding and staff expertise.
2. Sustainability and long-term preservation challenges.
3. Quality assurance (peer review) may be inconsistent.
4. Limited marketing and global reach compared to commercial publishers.

8. Example in India

- **INFLIBNET's Shodhganga**: Repository of Indian theses and dissertations.
- **DELNET and NDLI**: Provide access to Indian academic and digital content.
- **NISCAIR (now CSIR-NIScPR)**: Publishes scientific journals and research papers.

B. BOOK TRADE

Meaning

The **Book Trade** refers to the **entire process of producing, distributing, and selling books**, including the work of **authors, publishers, distributors, and booksellers**.

It is the **commercial side of the publishing industry** and forms a vital link between **publishers and libraries**.

1. Elements of the Book Trade

Element	Function
Author	Produces the content.
Publisher	Edits, designs, prints, and markets the book.
Distributor / Wholesaler	Acts as a link between publishers and retailers/libraries.
Bookseller / Retailer	Sells books to individuals or institutions.
Library	Purchases books for public or academic use.

2. Types of Book Publishing

Type	Example / Feature

Trade Publishing	Popular books for general public — fiction, non-fiction.
Scholarly / Academic Publishing	University presses, research monographs, journals.
Government Publishing	Official reports, statistical data (e.g., Government Printing Press).
Textbook Publishing	Educational books for schools/colleges.
Self-Publishing	Authors publish independently (e.g., Amazon Kindle Direct Publishing).

3. Book Trade in India

Aspect	Details
Major Publishers	National Book Trust (NBT), Sahitya Akademi, Oxford University Press (India), Prentice-Hall, S. Chand, Vikas Publishing, Macmillan, etc.
Book Fairs	New Delhi World Book Fair, Kolkata Book Fair, Chennai Book Fair.
Government Support	National Book Policy, NBT, Raja Rammohun Roy Library Foundation (RRRLF).
Library Acquisition	Libraries acquire books through approved vendors, tenders, or direct purchase.
International Book Trade	Import/export of books through agencies like Amazon, Taylor & Francis, Elsevier.

4. Functions of Book Trade

Function	Explanation
Production and Printing	From manuscript to printed/digital form.
Distribution and Marketing	Through wholesalers, distributors, fairs, and online platforms.
Information Dissemination	Books serve as primary sources of recorded knowledge.
Library Supply Chain	Libraries depend on book trade for collection development.
Promotion of Reading	Book fairs and exhibitions cultivate reading habits.

5. Problems in Book Trade (Especially in Developing Countries)

1. High cost of books and raw materials (paper, ink).
2. Poor distribution networks in rural areas.
3. Lack of bibliographical control and book trade directories.
4. Piracy and copyright violations.
5. Unorganized retail sector.
6. Low reading habits and limited demand in smaller towns.

6. Relationship Between Libraries and Book Trade

Aspect	Nature of Relationship
Collection Development	Libraries depend on publishers and booksellers for new materials.
Bibliographical Sources	Publishers' catalogues, trade directories, and reviews assist in selection.
Book Fairs and Exhibitions	Provide opportunities for libraries to preview and order new books.
Discounts and Procurement Policies	Libraries negotiate trade terms for bulk purchases.
Cooperation	Encourages growth of both the publishing industry and library systems.

7. Key Book Trade Organizations (India)

Organization	Function

Federation of Publishers' and Booksellers' Associations in India (FPBAI)	Promotes coordination between publishers and booksellers.
National Book Trust (NBT)	Promotes book reading culture and organizes book fairs.
Raja Rammohun Roy Library Foundation (RRRLF)	Supports library development and book distribution.
CAPEXIL (Books, Publications & Printing Division)	Handles book exports from India.
Delhi Book Fair / Kolkata Book Fair	Platforms for book trade and library acquisition.

8. Modern Trends in Book Trade

Trend	**Explanation**
E-Publishing	Digital books (e-books, audiobooks) distributed online.
Print-on-Demand (POD)	Books printed only when ordered, reducing storage cost.
Online Bookstores	Amazon, Flipkart, Google Books, etc.
Open Access Movement	Free digital publishing models promoted by libraries.
International Cooperation	Exchange programmes and global book fairs.